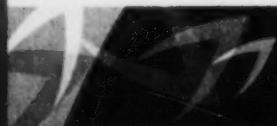


NEW TEACHER INDUCTION PROGRAM

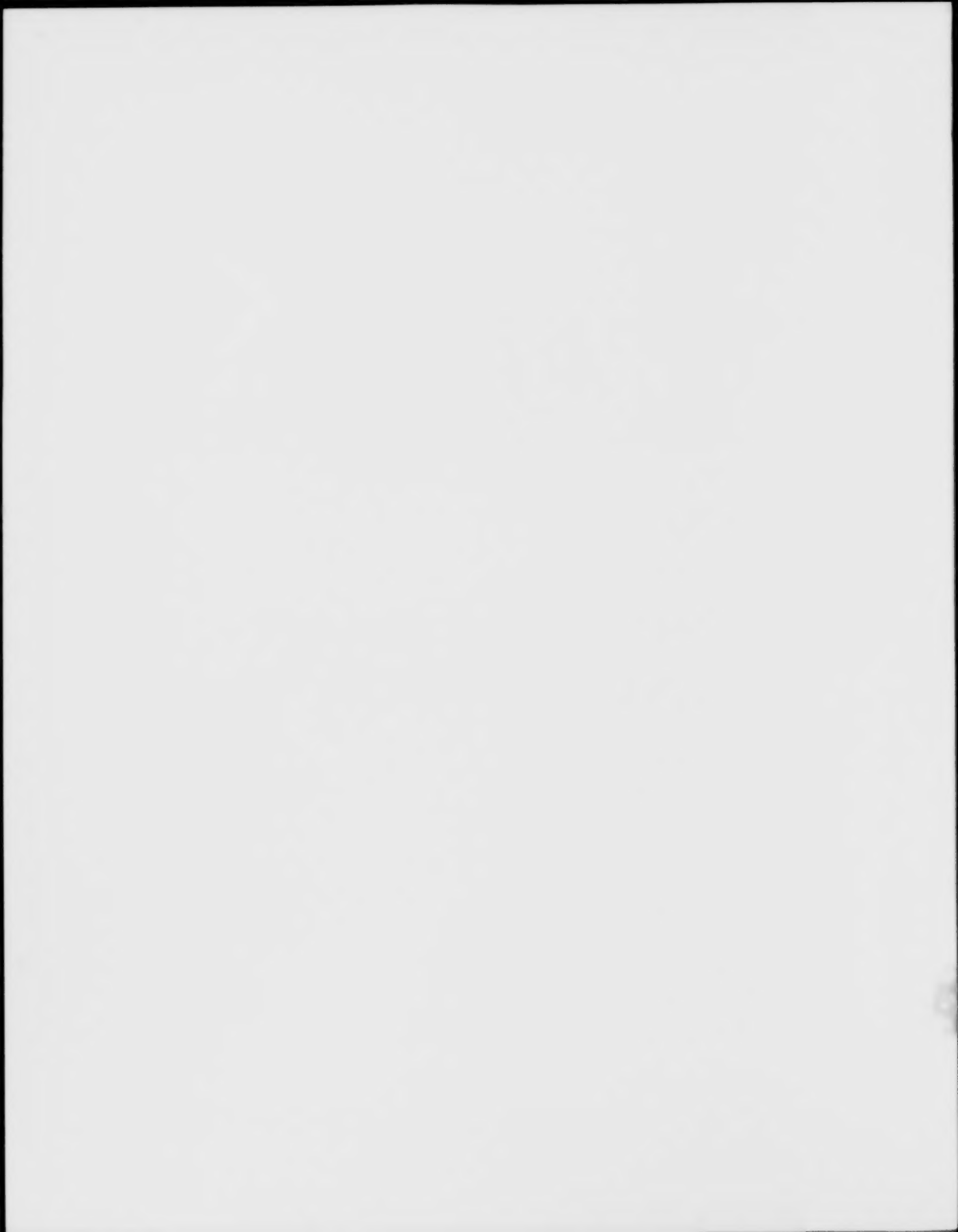
Manual for Performance
Appraisal of New Teachers

2009



reach every student

 Ontario



NEW TEACHER ***INDUCTION PROGRAM***

Manual for Performance
Appraisal of New Teachers

2009

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>.

Une publication équivalente est disponible en français sous le titre suivant : *Programme d'insertion professionnelle du nouveau personnel enseignant : Guide d'évaluation du rendement du nouveau personnel enseignant, 2009.*

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1 Introduction

1.1 The New Teacher Induction Program (Amended 2009)

The New Teacher Induction Program (NTIP) has been designed to support the growth and professional development of new teachers. It is the second step in a continuum of professional development for teachers to support effective teaching, learning, and assessment practices, building on and complementing the first step: pre-service education programs. It provides another full year of professional support so that new teachers can develop the requisite skills and knowledge that will enable them to achieve success as experienced teachers in Ontario. By helping new teachers achieve their full potential, the New Teacher Induction Program supports Ontario's vision of achieving high levels of student performance.

Two manuals have been developed as companion documents to assist with the implementation of the New Teacher Induction Program.

The *New Teacher Induction Program: Induction Elements Manual* (2009) replaces the *New Teacher Induction Program: Induction Elements Manual* (2008).

The present document – *New Teacher Induction Program: Manual for Performance Appraisal of New Teachers* (2009) – is intended to inform principals, vice-principals, teachers, supervisory officers, directors of education, parents, students, and members of the public about the requirements of the performance appraisal process for new teachers.

These manuals can be found at
<http://www.edu.gov.on.ca/eng/teacher/induction.html>.

Note: After a new teacher successfully completes the NTIP, the Teacher Performance Appraisal (TPA) process for experienced teachers provides them with continued support during their teaching career. Please see the *Performance Appraisal of Experienced Teachers Technical Requirements Manual* (2007) (<http://www.edu.gov.on.ca/eng/teacher/teachers.html>) for more information.

1.2 Successful Completion of the New Teacher Induction Program

In accordance with the *Education Act*, new teachers complete the New Teacher Induction Program when they receive two *Satisfactory* ratings in performance appraisals in the first 12 months after they begin teaching. For new teachers who do not obtain two *Satisfactory* appraisal ratings within the first year, the program continues into the second year to provide additional support. These teachers remain eligible to successfully complete the New Teacher Induction Program if they receive two *Satisfactory* ratings no later than 24 months after they begin teaching (refer to subsection 270(2) of the Act).

Refer to sections 6.2.4 to 6.2.6 in this manual for information about the time periods excluded from, and extensions to, the 24-month new teaching period.

Throughout the performance appraisal process, new teachers' skills, knowledge, and attitudes are assessed, strengths and areas for growth are identified, and next steps for improvement are planned, thereby informing the induction process.

The appraisal process for new teachers is designed to strengthen schools as learning communities in which new teachers are provided with plentiful opportunities to engage in professional exchange and collective inquiry that lead to continuous growth and development. It provides a framework to encourage improvement efforts aimed at ensuring student success. Essential in this process is the engagement of new teachers in professional dialogue that deepens their understanding of what it means to be a teacher as described in the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*.

The Ontario College of Teachers will place a notation of successful completion of the New Teacher Induction Program on the Certificate of Qualification for new teachers who successfully complete the New Teacher Induction Program. The notation will also be placed on the College's public register.

1.3 Definition of New Teachers

For purposes of the New Teacher Induction Program, including the performance appraisal process for new teachers, new teachers are defined as all teachers certified by the Ontario College of Teachers (including teachers trained out-of-province) who have been hired into permanent positions – full-time or part-time – by a school board, school authority, or provincial school ("board") to begin teaching for the first time in Ontario. Teachers are considered "new" until they successfully complete the New Teacher Induction Program or when 24 months have elapsed since the date on which they first began to teach for a board (refer to subsection 267(2) of the Act).

1.4 Organization of the Manual

This manual has been designed as a resource. Users should refer to the Act and accompanying regulations for actual governing legislation. In the event of any legal questions emerging from application of the Act, boards should refer to their own legal counsel.

Section 1 provides an overview of the New Teacher Induction Program and information about this manual.

Section 2 situates teacher performance appraisal in the context of a professional learning community, which is the optimal environment to encourage new teacher growth and development.

Section 3 provides an overview of the appraisal framework.

Section 4 provides an overview of the roles and responsibilities of all those who play key roles in the performance appraisal process for new teachers.

Sections 5 to 12 describe the processes and procedures associated with the appraisal system and are organized into the following subsections:

- **Purpose** outlines the intent of and provides context for the requirements found in each section.
- **Requirements** describes the legislative and regulatory requirements and ministry guidelines for the performance appraisal of new teachers, including the processes, steps, timelines, and forms to be completed to ensure consistent and effective implementation. These subsections also specify the respective roles and responsibilities of school boards, principals, vice-principals, teachers, supervisory officers, parents, and students in the appraisal process.

Note: The requirements related to the New Teacher Induction Program and teacher performance appraisal are set out in Part X.O.1, "New Teacher Induction", and Part X.2, "Teacher Performance Appraisal", of the *Education Act*, and in Ontario Regulation 99/02, as amended, and Ontario Regulation 266/06, located at www.e-laws.gov.on.ca.

The appendices of this manual contain the ministry-approved summative report form, the appraisal rubric, and optional resources to support implementation of the appraisal system.

The **Effective Practices** boxes found throughout the manual describe evidence-based strategies to support implementation. The strategies have been used in Ontario school boards or are found in the research on performance appraisal. These effective practices are not ministry guidelines but are intended to provide context for the various components of the performance appraisal process for new teachers. They illustrate possible approaches to implementation that boards may use and promote exchange of other successful appraisal practices throughout the province.

1.5 Development of the New Teacher Induction Program

The New Teacher Induction Program, including requirements for the performance appraisal process for new teachers, was developed based on recommendations provided by the Working Table on Teacher Development, established by the Ontario Ministry of Education in spring 2005. The Ministry of Education wishes to thank the following organizations, which were represented at the Working Table:

- Association des directions et directions adjointes des écoles franco-ontariennes
- Association des enseignantes et des enseignants franco-ontariens
- Catholic Principals' Council of Ontario
- Council of Ontario Directors of Education
- Elementary Teachers' Federation of Ontario
- Faculty of Education, University of Ontario Institute of Technology (student representative)
- Faculty of Education, University of Ottawa (student representative)
- Faculty of Education, York University (student representative)
- Ontario Association of Deans of Education
- Ontario Association of Parents in Catholic Education
- Ontario Catholic School Trustees' Association
- Ontario College of Teachers
- Ontario English Catholic Teachers' Association
- Ontario Federation of Home and School Associations
- Ontario Principals' Council
- Ontario Public School Boards' Association
- Ontario Secondary School Teachers' Federation
- Ontario Student Trustees' Association
- Ontario Teachers' Federation
- People for Education
- Retired Teachers of Ontario

2 Schools as Professional Learning Communities: The Optimal Setting for a Growth-Oriented Performance Appraisal Process

2.1 Fostering a Growth-Oriented Performance Appraisal Context for New Teachers

In conjunction with the orientation, mentoring, and professional development and training elements of the New Teacher Induction Program, the performance appraisal process for new teachers has been designed to support and promote the continued growth and development of new teachers. In the larger context of school improvement, the performance appraisal system provides principals and teachers with processes and procedures that can bring about improvements in teacher and student learning. The appraisal can also foster the collaboration and relationship building that are essential to creating and sustaining a professional learning community in schools. It is especially important to see the appraisal process as a supportive and effective way of helping new teachers develop into confident and proficient Ontario teachers.

2.2 The Role of Professional Learning Communities in Supporting New Teacher Development

Establishing professional learning communities has been identified as the most promising approach to bringing about sustained and substantive school improvement.¹

In a professional learning community all staff “engage in disciplined inquiry and continuous improvement in order to ‘raise the bar’ and ‘close the gap’ of student learning and achievement”.² Professional learning communities thrive in a culture of sharing, trust, and support. They contribute to the high performance of both teachers and students by ensuring that all students learn. They foster a culture of collaboration and focus on results.

1. M. Schmoker, “No Turning Back: The Ironclad Case for Professional Learning Communities” in *On Common Ground*, ed. R. Dufour et al. (Bloomington, IN: National Educational Service, 2005), pp. 135–53.

2. M. Fullan, “Professional Learning Communities Went Large”, in *On Common Ground*, p. 209.

In a professional learning community, the goal of the actions of principals and teachers is to enhance their effectiveness as professionals so that students benefit. Principals and teachers together make collective commitments to what they believe and what they seek to create in order to provide a clear agenda for action that will benefit students. They ask the questions:

- "What do we want each student to learn?"
- "How will we know if each student has learned it?"
- "How will we respond when a student experiences difficulty in learning?"
- "How will we deepen the learning for students who have already mastered essential knowledge and skills?"¹

Through this inquiry process they move closer to the shared vision they have established for the school.

¹ K. R. DuFour, B. Eaker, and R. DuFour, "Recurring Themes of Professional Learning Communities and the Assumptions They Challenge", in *On Common Ground*, p. 15.

EFFECTIVE PRACTICE

✓ **Embedding Performance Appraisal in the Regular School Day of New Teachers**

A principal explains:

"Because it is grounded in improved professional practice and improved student learning, the appraisal process lends itself to supporting the work that is taking place in classrooms. When woven through the dialogue that takes place, in the same way that one weaves any school initiative into the dialogue, the appraisal process supports professional growth. As teachers develop greater understandings of what a professional learning community looks like and sounds like they embed the language of the performance appraisal process in their daily discussions."

✓ **One Approach to Developing a Professional Learning Community**

One school's approach to developing a learning community:

- 1. All staff develop the school mission, vision, and values.*
- 2. Communicate to all stakeholders.*
- 3. Collect data on student achievement and school climate from multiple perspectives.*
- 4. Provide opportunities for everyone to analyse data in collaborative teams as part of collective inquiry.*
- 5. Work with a leadership team to develop school goals based on the analysis of data, as part of data-driven decision making.*
- 6. Involve every teacher in collaborative work around the actions necessary to support improvement.*
- 7. Integrate this work with the professional dialogue in the New Teacher Induction Program process.*
- 8. Provide training as necessary.*
- 9. Encourage and support regular review of progress towards goals.*
- 10. Require grade and subject teams to determine next steps for improvement after each cycle of review so that everyone is engaged in continuous improvement.*
- 11. Celebrate successes.*

3 Performance Appraisal Framework for New Teachers

3.1 Design of the Framework

It is critical that all the components of the performance appraisal process for new teachers are implemented within a coherent framework, as an integral part of the New Teacher Induction Program. When the process is tied to school improvement goals and ongoing professional learning, the process becomes fully integrated into the fabric of school life.

3.2 Key Components of the Performance Appraisal Framework for New Teachers

The key components of the performance appraisal framework for new teachers are:

- **Competency statements** to focus the appraisal on the immediate skills, knowledge, and attitudes that new teachers require to meet the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. Examples that illustrate how the competencies may be shown in practice are provided as a resource (refer to section 5, "Competencies").
- **Appraisal meetings** that promote professional dialogue between the principal and teacher. A principal must arrange a pre-observation meeting with the teacher in preparation for the classroom observation and a post-observation meeting after the classroom observation. The meetings provide opportunities for reflection and collaboration to promote growth and improvement (refer to section 9, "Procedures").
- **A summative report** to document the appraisal process, which becomes a vehicle for teachers to reflect on the feedback they receive and to monitor their own growth. The Summative Report Form for New Teachers is an approved form in accordance with the *Education Act* that provides a consistent approach to documenting the appraisal process (refer to section 9, "Procedures").

- **A rating scale and rubric** to assess new teachers' overall performance and provide necessary feedback about strengths and areas for growth.

The scale for new teachers is:

- *Satisfactory*
- *Development Needed*

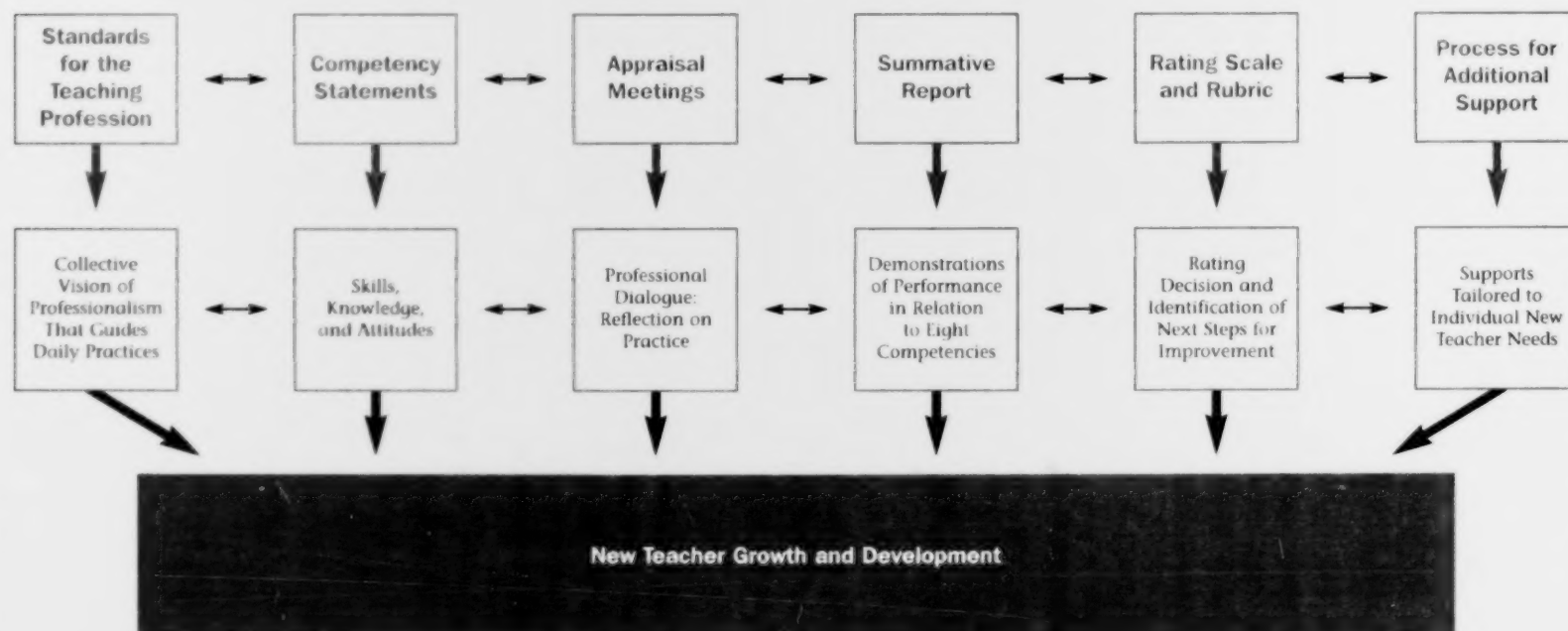
For a teacher who receives a *Development Needed* performance rating, the scale in subsequent appraisals is:

- *Satisfactory*
- *Unsatisfactory*

The rubric describes evidence of teaching performance at each level of the scale for each competency (refer to section 10, "Performance Rating" and Appendix B, "Rubric to Describe Levels of Performance").

- **A process for providing additional support** depending on the outcomes of the appraisal (refer to section 11, "Process Following a Performance Rating").

Figure 1. Performance Appraisal Framework for New Teachers



4 Roles and Responsibilities

4.1 Overview

In the context of the school and school board as a professional learning community, principals, vice-principals, teachers, and supervisory officers all play key roles in the performance appraisal process for new teachers. While fulfilling their responsibilities, they also promote collaboration and demonstrate mutual respect and responsibility-taking. This sets a tone within which new teachers can do their work, pursue shared goals, and strive to be successful.

More detailed descriptions of these responsibilities are provided in each section of the manual and are set out in the *Education Act* and accompanying regulations. All boards must implement the performance appraisal process for new teachers in conjunction with the New Teacher Induction Program at the commencement of the 2006–07 school year.

4.1.1 Principals

Principals conduct the performance appraisal process for new teachers assigned to the school in accordance with the procedures for the performance appraisal of new teachers, as set out in the *Education Act*, O. Reg. 99/02, as amended, relevant ministry guidelines, and any other requirements specified by the board that are consistent with the Act, the regulations, and any ministry guidelines.

They conduct two performance appraisals in the first 12 months after a teacher begins to teach for the board. The first and second appraisals can be conducted at such intervals as the principal considers appropriate, subject to any board policies. Additional appraisals are required if an appraisal in the first year results in a performance rating that is not *Satisfactory* (refer to section 11, “Process Following a Performance Rating”).

The following is a checklist of key responsibilities of the principal in conducting a performance appraisal of a new teacher. The roles and responsibilities of a principal would be assumed by a vice-principal of the same school, or a supervisory officer, in instances where those responsibilities are delegated under Part X.2 of the *Education Act*.

A principal must:

- meet with the new teacher in preparation for the classroom observation of the teacher;
- conduct a classroom observation to assess the teacher's performance in relation to the competencies;
- meet with the new teacher after the classroom observation to review the results of the classroom observation and discuss other information relevant to the appraisal of the teacher's performance including the teacher's participation in the New Teacher Induction Program;
- prepare a summative report of the performance appraisal, using the approved form, containing the appraisal of the teacher's performance in relation to the competencies, an indication of whether the teacher participated in the New Teacher Induction Program, the overall rating of the teacher's performance in accordance with the rating scale for new teachers set out in O. Reg. 99/02, as amended, and growth strategies for the teacher's further development;
- provide the teacher with a copy of the signed summative report within 20 school days after the classroom observation;
- at the request of the principal or teacher, meet with the teacher to discuss the performance appraisal after the teacher receives a copy of the summative report;
- provide a copy of the summative report signed by both the principal and the teacher to the board.

In instances where the appraisal process results in a performance rating that is not *Satisfactory*, the principal has additional responsibilities (refer to section 11, "Process Following a Performance Rating").

For more information about procedures concerning the appraisal of new teachers, refer to section 9, "Procedures".

EFFECTIVE PRACTICE

✓ **Principals Strengthening Their Role in the Appraisal Process**

When asked how they strengthen their role in the appraisal process, principals from a cluster of schools reported the benefits of regular face-to-face professional dialogue they schedule with their colleagues. Priority areas for discussion and learning have included:

- *interpreting selected evidence in relation to the competencies;*
- *making judgements about a teacher's performance, linking interpretations about evidence to the descriptions of levels of performance;*
- *sharing approaches to and practice in engaging teachers in focused and reflective conversation;*
- *providing constructive feedback.*

✓ **Opportunities to Improve Appraisal Practice – A Secondary Principal's View**

A secondary principal, working with one or more vice-principals, creates a learning environment in which both principal and vice-principal(s) benefit from the discussion of strategies to conduct effective performance appraisal. The principal takes the lead by modelling the steps of appraisal, with emphasis on the writing stage, which is often where new vice-principals struggle the most. By using a real-life example of appraisal, the principal shares the writing process for the summative report with the vice-principal(s), demonstrating the use of evidence to construct authentic and meaningful comments about each competency. Vice-principals are then encouraged to try out their skills and share their draft summative reports with the principal for feedback and support. Both principal and vice-principals grow in their expertise through this collaborative process.

4.1.2 Teachers

A teacher must:

- receive two performance appraisals in the first 12 months after he or she begins to teach for a board as a new teacher. Additional appraisals are required if an appraisal in the first year results in a performance rating that is not *Satisfactory*;
- provide input to the elements of the New Teacher Induction Program offered by the board that are appropriate for his or her participation to improve performance following a *Development Needed* rating;
- provide input to the steps and actions that the teacher should take to improve his or her performance following an *Unsatisfactory* rating;
- sign the summative report to acknowledge that it has been received.

A teacher may:

- add his or her comments to the summative report.

For more information about these processes, refer to sections 9 and 11.

4.1.3 Boards

A board must:

- establish policies and rules, consistent with the *Education Act*, relevant regulations, and relevant ministry guidelines, relating to the performance appraisal of its new teachers to ensure compliance with the legislation, including policies and rules that ensure that the timelines are met and that there is accountability in the event of non-compliance. If a step or process is not completed within the timeline provided for, the step or process must be completed by the appropriate person as soon as possible thereafter, and timelines for all succeeding steps must be calculated from the time the late step or process was actually completed;
- make information about the teacher performance appraisal process available to its teachers, parents, and students, and the chairs of its school councils;
- ensure that new teachers who transfer to a school in the same board and who have not completed the New Teacher Induction Program have a copy of the appraisal documents (including any Enrichment Plan and/or Improvement Plan), and information about the elements of the New Teacher Induction Program in which the teacher participated, submitted to the principal at the new location to allow for continuation of the program, including the performance appraisal process;
- contact the last board that employed the teacher to request specific information regarding previous appraisals and information about the teacher's participation in the New Teacher Induction Program, if the board is considering employing a new teacher who taught for a another board and did not complete the New Teacher Induction Program;
- ensure that the performance appraisals of its new teachers are scheduled so that the performance of each new teacher is appraised twice in the first 12 months after he or she begins teaching, and ensure that any additional appraisals, if required, are completed within the new teacher's first 24 months of teaching in accordance with subsection 277.29(2) of the Act;
- ensure that the teacher performance appraisal process is conducted by the principal of the school that the teacher is assigned to, unless the powers and duties have been delegated in accordance with the Act;

- ensure that the appropriate elements of the New Teacher Induction Program described by the principal for a teacher to improve his or her performance following a *Development Needed* rating are available to the teacher in accordance with the board's policy;
- ensure that each appropriate supervisory officer carries out his or her duties in the performance appraisal process for new teachers, such as the following:
 - The supervisory officer should consult regularly with the principal, throughout any period during which a teacher is on review status, regarding the teacher's performance and steps that may be taken to improve it.
 - In instances where the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal of a teacher who is on review status is not in the best interests of the students, the supervisory officer must, jointly with the principal, submit a written recommendation to the board for termination of the teacher's employment.
 - The supervisory officer will carry out the appraisal obligations of the principal in instances where the principal is unable to do so, or the duties of another supervisory officer where that supervisory officer is absent.
- establish rules identifying which principal and supervisory officer will perform the appraisal duties of the principal and supervisory officer in the case of a teacher who:
 - is assigned to more than one school;
 - is not assigned to duties in a school;
 - is assigned to duties in a school as well as to other duties; or
 - moves from one school to another;
- establish policies and procedures respecting the delegation of duties related to the performance appraisal process for new teachers from one supervisory officer to another where the assigned supervisory officer is unable to perform the duties or exercise the power. When no other supervisory officer employed by the same board is able to perform the duties or exercise the power, a supervisory officer with another board may do so if the two boards agree;
- pending the board's decision on whether to terminate a teacher's employment, ensure that the director of education suspends the teacher with pay or reassigns the teacher to duties that are, in the view of the director of education, appropriate in the circumstances;

- file a complaint with the Ontario College of Teachers when a decision is made to terminate a teacher's employment or when a teacher resigns from the board when he or she is on review status;
- notify the Ontario College of Teachers that a teacher has successfully completed the New Teacher Induction Program within 60 calendar days from the time of completion.

Boards may establish additional requirements for the performance appraisal of new teachers they employ, as long as those additional requirements are not in conflict with the requirements set out in the Act, O. Reg. 99/02, as amended, and ministry guidelines. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the performance appraisal process for new teachers;
- additional standards, methods, processes, timelines, and steps to be followed;
- additional input and material that must be taken into account in the appraisal process.

EFFECTIVE PRACTICE

✓ **Role of the School Superintendent in the Appraisal Process**

One school superintendent identifies some ways he supports principals in his cluster of schools in carrying out teacher performance appraisals:

- *Discuss performance appraisals at monthly meetings with principals to:*
 - *share appropriate growth strategies, and approaches for the early identification of new teachers who need intensive support;*
 - *discuss what makes a good teacher appraisal by reviewing unidentifiable sample completed forms;*
 - *emphasize the importance of the appraisal process and meeting timelines for completion.*
- *Meet with individual principals in their schools to discuss specific appraisals.*
- *Provide intensive coaching for principals who are supporting teachers whose performance rating is Unsatisfactory.*
- *Pair experienced principals with new principals to provide ongoing appraisal expertise and support.*

5 Competencies

5.1 Purpose

The competency statements are descriptions of the skills, knowledge, and attitudes that are required to meet the *Standards of Practice for the Teaching Profession*. They are set out in O. Reg. 99/02, as amended, and form the basis of teacher performance appraisals.

Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* convey a collective vision of professionalism that guides the daily practices of members of the Ontario College of Teachers. The standards were developed by the College. The competencies set out in the performance appraisal process are intended to reflect what is required to meet the standards. The following *Standards of Practice for the Teaching Profession* were approved by the College Council in 2006.

Commitment to Students and Student Learning

Members [of the Ontario College of Teachers] are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

EFFECTIVE PRACTICE

✓ **A Secondary Principal Talks About Competencies Related to Commitment to Pupils* and Pupil Learning**

"Of the five domains of the Standards of Practice for the Teaching Profession, based on my experience in working with new teachers, Commitment to Pupils and Pupil Learning is first and foremost. It is something that cannot be taught. New teachers may be taught and through experience will develop the necessary curriculum knowledge, classroom management strategies, and teaching strategies. If they do not demonstrate a commitment to teaching and their students, they will never be as effective and competent as they could be."

* In the Education Act, students are referred to as "pupils".

✓ **A Secondary Principal Talks About the Competency Commitment to Pupils and Pupil Learning**

"All four of the competencies within the domain Commitment to Pupils and Pupil Learning are important and necessary. In particular, 'teachers treat all pupils equitably and with respect' is the foundation of good classroom management, one of the biggest hurdles for beginning teachers to clear. The teacher who demonstrates respect for students is usually more successful in garnering the same respect from his or her students."

Professional Knowledge

Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research, and related policies and legislation to inform professional judgement in practice.

EFFECTIVE PRACTICE

✓ **A Secondary Teacher Talks About Professional Knowledge**

"In the domain of Professional Knowledge, the competency 'teachers know their subject matter, the Ontario curriculum, and education-related legislation' is one where there should be some room for growth and development and emphasis in the first years of teaching. New teachers will know a good deal about their teaching subject if it is the subject in which their prior study or experience has been concentrated. The full evolution of this knowledge and the ability to maintain its currency are unlikely to be demonstrated fully in a new teacher's first year. New teachers' knowledge of the curriculum needs to be evident but perhaps not as exhaustive as that of experienced teachers."

✓ **An Elementary Principal Talks About Professional Knowledge and Professional Practice**

"In their first year new teachers are confronted with two very complex and challenging tasks. They have to teach and at the same time learn to teach at a very rapid rate. They are trying out new approaches and strategies to add to their growing repertoire of teaching practices. They are refining and adapting their teaching practices through continuous reflection and learning over time. They need this first year to grow and become the knowledgeable practitioners we expect them to be as experienced teachers."

Professional Practice

Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources, and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue, and reflection.

EFFECTIVE PRACTICE

✓ An Elementary Principal Talks About Professional Practice

"In the third domain, Professional Practice, classroom management strategies are critical for new teachers. Effective and appropriate assessment and evaluation practices are also crucial, especially in conjunction with open and fair communication of these practices and the results to students and parents."

Leadership in Learning Communities

Members promote and participate in the creation of collaborative, safe, and supportive learning communities. They recognize their shared responsibilities and their leadership roles in order to facilitate student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

EFFECTIVE PRACTICE

✓ Leadership in Learning Communities and Ongoing Professional Learning

Continuous learning and reflection, collaboration with other teachers, and engaging in ongoing professional learning are the essence of the New Teacher Induction Program. The expectation is that teacher learning is at the heart of the first year of teaching practice.

Ongoing Professional Learning

Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration, and knowledge.

Competency Statements

There are 16 competency statements set out in Schedule 1 of O. Reg. 99/02, as amended. The competencies specify clear, transparent, and evidence-based criteria against which the performance of teachers can be assessed consistently across the province. The 16 competencies were developed with all teachers in mind. However, principals and teachers have found that particular competencies are more relevant than others to new teachers in the appraisal process during the initial phase of their careers.

For this reason, the appraisal process for new teachers allows teachers and principals to focus on a subset of the 16 competencies in the appraisal. The eight competencies highlighted for new teachers, shown in Table 1, were chosen based on research, effective practices, and discussions with teachers and principals about the key areas of need for teachers new to Ontario classrooms. The eight competencies reflect the beginning of a continuum of growth for teachers.

An "Evidence Log" is provided in Appendix E as an optional resource that principals and teachers may use to record specific occurrences of a new teacher's development in the competencies. Included in the Evidence Log are examples that illustrate how the competencies may be observed in practice. The examples of good teaching practices can help make specific the skills, knowledge, and attitudes expected of new teachers. They are available as an optional resource for principals and teachers to stimulate professional dialogue and are not intended to be used as a checklist.

EFFECTIVE PRACTICE

✓ Using the Evidence Log as a Resource

Tools such as the Evidence Log provided as a resource for principal and teacher use in the performance appraisal process help to build teacher understanding about overall performance. By recording concrete examples of teaching and learning for the duration of the appraisal process, principals and new teachers have rich evidence that can be used to identify strengths, areas for growth, and next steps for improvement.

Entries made in tracking tools such as the Evidence Log provide concrete examples of what the competency looks like in the unique experience of the individual new teacher.

✓ Using Examples of Good Teaching Practices in the Evidence Log

Examples of good teaching practices most relevant to new teachers are provided as a resource for both principals and teachers as part of the Evidence Log. They are helpful in describing what may be visible in the classroom observation and they assist teachers in understanding what each competency looks like in practice. Some principals invite teachers to use the examples as a reference to help them identify specific activities that will be evident during the classroom observation.

Other principals reserve time in school-based professional development sessions that focus on topics such as literacy, numeracy, and assessment for teachers to identify relevant, concrete, and observable examples of good teaching.

5.2 Requirements

In the performance appraisal process for new teachers, principals must assess teacher performance in relation to the eight competencies set out in Schedule 2, "Competencies for New Teachers", of O. Reg. 99/02, as amended. These competencies are shown in the green shaded areas of Table 1, on the following page. The principal must provide a comment for each of the eight competencies in the summative report. The eight competencies represent a minimum requirement for the appraisal.

Boards and principals should take into account that some of their new teachers may be experienced teachers trained outside of Ontario. In this case especially, principals in accordance with their board policy may decide to assess the teacher's performance in relation to other competencies listed in Table 1 in addition to the eight competencies highlighted for new teachers.

In addition to the 16 competencies listed in Table 1, the Act provides that boards may identify and use additional competencies in the performance appraisal of new teachers employed by the board.

Table 1. The Sixteen Competency Statements with Eight Competencies Highlighted for New Teachers

Domain	Competency
Commitment to Pupils* and Pupil Learning	<ul style="list-style-type: none"> • Teachers demonstrate commitment to the well-being and development of all pupils. • Teachers are dedicated in their efforts to teach and support pupil learning and achievement. • Teachers treat all pupils equitably and with respect. • Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
Professional Knowledge	<ul style="list-style-type: none"> • Teachers know their subject matter, the Ontario curriculum, and education-related legislation. • Teachers know a variety of effective teaching and assessment practices. • Teachers know a variety of effective classroom management strategies. • Teachers know how pupils learn and factors that influence pupil learning and achievement.
Professional Practice	<ul style="list-style-type: none"> • Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils. • Teachers communicate effectively with pupils, parents, and colleagues. • Teachers conduct ongoing assessment of pupils' progress, evaluate their achievement, and report results to pupils and parents regularly. • Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources. • Teachers use appropriate technology in their teaching practices and related professional responsibilities.
Leadership in Learning Communities	<ul style="list-style-type: none"> • Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools. • Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
Ongoing Professional Learning	<ul style="list-style-type: none"> • Teachers engage in ongoing professional learning and apply it to improve their teaching practices.
<p>Note: Principals must provide a comment for each of the eight highlighted competencies as a minimum requirement in the Summative Report Form for New Teachers.</p>	

* In the Education Act, students are referred to as "pupils".

6 Scheduling Requirements

6.1 Purpose

A school's approach to teacher performance appraisal sets the tone for much of its professional culture. The scheduling requirements necessitate careful planning and organization by all staff and an approach that conveys to everyone that appraisal is an integral component of school improvement rather than an isolated event. In a professional learning community, teacher performance appraisal is a powerful vehicle for principal and teacher engagement in growth-oriented professional dialogue. Integral to the process is the open communication between the teacher and the principal in identifying next steps in a new teacher's ongoing development.

6.2 Requirements

The information that follows is a summary of the requirements of the legislation, regulations, and guidelines related to the performance appraisal process for new teachers. More details can be found in Part X.2 of the *Education Act*, and in O. Reg. 99/02, as amended, available at www.e-laws.gov.on.ca.

6.2.1 Frequency

Every board shall ensure that the performance of every new teacher it employs is appraised twice in the first 12-month period after the teacher begins teaching. If both appraisals result in *Satisfactory* ratings, the teacher has successfully completed the New Teacher Induction Program.

When the new teacher has successfully completed the New Teacher Induction Program, the teacher ceases to be "new" and the appraisal cycle for an experienced teacher applies. The next appraisal of the teacher will be conducted in accordance with Part X.2 of the Act and the relevant regulations and guidelines for experienced teachers.

6.2.2 Additional Appraisals

In accordance with subsection 277.29(2) of the Act, if a new teacher does not receive two *Satisfactory* ratings in performance appraisals in the first 12-month period, the teacher will be scheduled for further appraisals as follows:

- If the teacher received one *Satisfactory* rating and one *Development Needed* rating in the first 12-month period, a third appraisal is required within 120 school days of the commencement of the second 12-month period following the date on which the teacher began teaching.
- If the teacher received one *Development Needed* rating and one *Unsatisfactory* rating in the first 12-month period, the teacher will be placed on review status. A third appraisal is required within 120 school days of the day on which the teacher is notified that he or she is on review.
- A fourth appraisal, if needed, is required within 120 school days of the third appraisal but no later than the end of the second 12-month period following the date on which the teacher began teaching.

For additional information regarding the process following an appraisal rating that is not *Satisfactory*, refer to section 11, "Process Following a Performance Rating".

The appraisal schedule is not intended to interfere with the principal's discretionary right to observe teachers' practice, meet with teachers to discuss performance, request samples of the teachers' work, provide feedback to teachers, or support teacher growth and development at any time.

6.2.3 Provisions Where a Teacher Is Seconded to Another Board

When a new teacher is seconded to a teaching position in the Ontario publicly funded education system during his or her 24-month new teaching period, the appraisal is not affected. The board from which the teacher is seconded must advise the board that has seconded the teacher of the teacher's position in his or her new teaching period. The board seconding the teacher must ensure that all appraisals that are required during the period the teacher is seconded to the board are carried out, except as set out below.

If a performance appraisal of a seconded new teacher results in a performance rating that is not *Satisfactory*, the following rules apply:

- The secondment agreement is terminated.
- The appraisal is deemed not to have been conducted except for the purpose of terminating the secondment agreement.
- The board to which the new teacher returns must ensure that a performance appraisal of the teacher is conducted within 60 school days of the teacher's return.

- The teacher resumes the position in his or her new teaching period that the teacher was in when he or she began the secondment and the 24-month period commences running from that position on the termination of the secondment agreement.

6.2.4 Effect of Certain Absences on the New Teaching Period

When a board schedules its new teachers for an appraisal according to the appraisal process for new teachers, the following time periods must not be counted as part of the teacher's 24-month new teaching period:

- a period during which the teacher does not teach at any time in a school governed by the board
- a period during which the teacher is on an extended leave that has been approved by the board
- a period when the teacher is on secondment to a non-teaching position
- a period when the teacher is on secondment to a teaching position outside the Ontario public education system.

6.2.5 Timing of Appraisal When a New Teacher Returns from an Extended Leave

If a new teacher is on an extended leave during all or part of the performance appraisal process, any appraisal process that would otherwise be carried out during that period must be conducted within 60 school days following the teacher's return from the leave.

6.2.6 Extension of 24-Month New Teaching Period

Ontario Regulation 99/02, as amended, allows for extension to the 24-month new teaching period in certain restricted circumstances.

The extension provides additional time to complete the New Teacher Induction Program (NTIP) for the small number of new teachers who change teaching environments during their second year of employment (prior to completing NTIP) to allow them time to adapt to the new teaching environment.

A board must extend a teacher's new teaching period if all the following conditions apply:

1. The teacher had three performance appraisals during the first 18 months of the new teaching period and one appraisal resulted in a *Satisfactory* rating.
2. After the start of the 19th month but before the end of the teacher's 24-month new teaching period the teacher:
 - a. begins to teach at a different school in the same board or
 - b. becomes employed as a teacher by a different board.

3. The teacher has submitted a request in writing to the appropriate supervisory officer for the new school or new board for an extension of his or her new teaching period.
4. The request for an extension was made after the start of the 19th month but before the end of the teacher's 24-month new teaching period.
5. The new teaching period has not previously been extended for any length of time.

A teacher's new teaching period may be extended for up to 90 school days.

Within 20 school days of receiving a request for an extension, the board must provide notice in writing confirming the length of the extension to the teacher and to the principal of the school to which the teacher is newly assigned.

6.2.7 Delegation by Principal to Vice-Principal

The principal of the school to which the new teacher is assigned must conduct the teacher performance appraisal unless this responsibility is delegated to the school's vice-principal. Under certain circumstances a supervisory officer can also conduct appraisals on behalf of a principal. Refer to subsection 277.17(2) of the *Education Act* for details. Provision for the delegation of a supervisory officer's duties and powers under certain circumstances is set out in section 277.18 of the Act.

6.2.8 Impact of the Absence of a Principal or Supervisory Officer

When a principal is absent and unable to carry out appraisal obligations, the appraisal cycle of the teacher is unaffected. The legislation makes provision for the principal's obligations to be carried out by a supervisory officer under these circumstances. Similarly, where a supervisory officer is absent, the legislation makes provision for those duties to be carried out by another supervisory officer in the same board.

Whether or not the teacher's performance is appraised by the same or different individuals at different stages of the appraisal process, the results of each appraisal are valid.

6.2.9 Transferring a Teacher's Partial Completion of the New Teacher Induction Program for Purposes of Continuity

A board that is considering employing a new teacher shall contact the board that last employed the teacher, if any, to request:

- copies of documents pertaining to the teacher's performance appraisal in accordance with section 277.43 of the *Education Act*;
- information about the elements of the New Teacher Induction Program that the teacher was required to participate in at the board in accordance with

section 270 of the *Education Act* (refer to *New Teacher Induction Program: Induction Elements Manual* at <http://tpfr.edu.gov.on.ca/ntip/NTIP/.htm>).

A board that receives a request from another board for these documents must promptly inform the requesting board whether there are any documents to provide and, if so, must promptly provide copies of the documents (refer to section 12, "Documentation Requirements").

The principal in the new board, in accordance with the board's policy, may use the information about the teacher's participation in the New Teacher Induction Program to determine the elements of the program that the teacher will be required to participate in. The board will also continue the appraisal process from the last performance appraisal rating the teacher received.

When a new teacher transfers from one school to another within the same board prior to completing the New Teacher Induction Program, the board must submit the following to the principal at the new location:

- a copy of the teacher's appraisal documents (including any Enrichment Plan and/or Improvement Plan)
- information about the elements of the New Teacher Induction Program that the teacher was required to participate in to allow for continuation of the New Teacher Induction Program and appraisal process

EFFECTIVE PRACTICE

✓ Making Connections Between the Appraisal Process and School Improvement

Principals demonstrate their support of teachers and the role of the appraisal process from their very first communications about it. Their belief in the value and importance of appraisal as a tool for growth and development is communicated when they introduce it to their staff and other stakeholders and in their ongoing dialogue with individuals and small groups. They talk about and make explicit the linkages between appraisal and the work of their school in providing quality teaching and bringing about improvements in student achievement.

7 Participation in the New Teacher Induction Program

7.1 Purpose

A meaningful performance appraisal process interacts in a coherent way with the other elements of the New Teacher Induction Program to promote the continuous professional growth and development new teachers need to be successful.

7.2 Requirements

The teacher's participation in the New Teacher Induction Program is taken into consideration by the principal when determining the teacher's overall performance rating.

The principal shall inform teachers of the elements of the New Teacher Induction Program that are appropriate for their participation in accordance with Part X.0.1, "New Teacher Induction", accompanying O. Reg. 266/06, and with the *New Teacher Induction Program: Induction Elements Manual* (<http://www.edu.gov.on.ca/eng/teacher/induction.html>).

Principals, in recognition of the individual needs of teachers and in accordance with board policies, use their professional judgement when taking into account the teacher's participation in the New Teacher Induction Program as a factor for consideration in the appraisal.

The principal must indicate on the Summative Report Form for New Teachers whether the teacher is participating, or has participated, in the New Teacher Induction Program.

EFFECTIVE PRACTICE

✓ **Keeping Track of Progress**

New teachers track their participation in the various elements of the New Teacher Induction Program. They bring this information as well as other artefacts from their practice to the meeting with the principal. Teachers and principals discuss progress to date at the pre-observation and post-observation meetings. This is an effective way to stimulate professional dialogue between the teacher and principal about the teacher's professional experiences, learning, and development.

8 Parental and Student Input

8.1 Purpose

Seeking parental and student input can be an important vehicle for fostering positive relationships, a sense of openness and fairness, and an atmosphere of trust and respect. These are all hallmarks of a school operating as a professional learning community that is inclusive of parents and students.

New teachers may choose to reflect on parental and student input to enhance teaching and learning.

EFFECTIVE PRACTICE

✓ Ways of Gathering and Reflecting on Parental and Student Input

New teachers may consider a variety of effective practices to gather, record, and reflect on parental and student input, in order to support the learning needs of students and inform professional practice. Some common practices for gathering parental and student input include:

- *conversations and informal meetings in the school*
- *telephone conversations with parents*
- *notes, student agendas, etc.*
- *conferences*
- *the response form of the Provincial Report Card*
- *parent/teacher interviews*

EFFECTIVE PRACTICE

✓ A Teacher Talks About Strategies to Gather Parental and Student Input

"I try to make my classroom a welcoming place and understand the perspectives of parents in supporting their child's learning. I find ongoing communication with parents leading up to the parent/teacher conference helps establish rapport and makes me feel more confident about the meeting. I engage students to reflect on their progress in terms of strengths, areas for growth, and future goals throughout the learning process. This provides input for dialogue and discussion with the student and parent(s) and helps inform my practice."

✓ A Teacher Talks About Strategies to Gather Student Input

"In addition to my regular communications with parents, I use a variety of strategies to give students feedback and for students to give me feedback about their learning, including conferences, self-assessment, guided reflection, and discussions about what they care about and what they are interested in. I try to do this at different times throughout the course so I can use this information to inform my choices when selecting strategies and materials for lessons and designing assessments. Wherever possible, I try to provide students with opportunities to problem solve and make meaningful and relevant connections between the curriculum and their lives."

9 Procedures

9.1 Purpose

The procedural aspects of the appraisal process must be sound if the appraisal is to be both compelling and meaningful. Within the structure of the process, principals and teachers should collaborate to find ways to make choices that contribute to a positive outcome. The procedures should hold promise for bringing about improvements in teaching practice and student achievement. The professional dialogue between principals and teachers should support teachers' understanding of what they are to do to meet the requirements of the appraisal process.

9.2 Requirements

The information that follows is a summary of the requirements of the legislation, regulation, and guidelines related to the procedures for the performance appraisal process for new teachers. More details can be found in Part X.2 of the *Education Act*, and in O. Reg. 99/02, as amended (refer to www.e-laws.gov.on.ca).

9.2.1 Overview of Performance Appraisal Steps

In accordance with the regulation, the following procedures are always to be followed:

- a pre-observation meeting
- classroom observation
- a post-observation meeting
- completion of the Summative Report Form for New Teachers, including a rating of the teacher's overall performance

In instances where a teacher's performance appraisal results in a *Development Needed* or an *Unsatisfactory* rating, additional procedures are required. For details, refer to section 11, "Process Following a Performance Rating".

9.2.2 The Pre-observation Meeting

The teacher and the principal must have a pre-observation meeting to prepare for the classroom observation component of the appraisal.

The principal and the teacher use the pre-observation meeting to:

- make certain that the expectations for the appraisal process are clearly understood;
- promote a collegial atmosphere in advance of the classroom observation;
- identify exactly what is expected during the lesson to be observed;
- discuss the teacher's plan for the classroom observation period;
- identify the expectations for student learning;
- discuss the unique qualities of the teacher's class of students;
- discuss how the teacher's performance will be assessed, including a review of the competencies that will form the basis of the teacher's performance appraisal;
- establish procedures in advance;
- set the date and time for the classroom observation.

The purpose and use of the Evidence Log (optional) should be discussed with the teacher if it is being used (refer to section 5, "Competencies", and Appendix E).

Principals should also ensure that they are familiar with the teacher's background, qualifications, and experience by reviewing those aspects at the pre-observation meeting.

EFFECTIVE PRACTICE

✓ Planning for the Pre-observation Meeting

Some principals take a year-long view of the appraisal process. They meet with new teachers as a group at the start of the school year to provide an overview and timelines for the process and to answer any questions. Follow-up discussions are held to focus on the competencies for new teachers and preparation for the pre-observation meeting.

Suggestions are given for appropriate artefacts or portfolios that can be brought to the pre-observation meeting to provide evidence of the teacher's practice.

Some principals provide a list of questions for each domain and/or competency ahead of time to teachers to get teachers thinking about how they are addressing the needs of students – for example, How do you modify programs for English Language Learners? How do you provide responsive and thoughtful feedback on assignments? How do you use the student agenda book to support student learning?

The pre-observation meeting should encourage professional dialogue, focused on the teacher's professional growth and development, within a supportive environment consistent with a professional learning community in the school.

9.2.3 The Classroom Observation

To assess the new teacher's skills, knowledge, and attitudes, each appraisal must include at least one classroom observation.

For purposes of the performance appraisal process for new teachers, each new teacher must be observed in an instructional setting. With the exception of certain types of teaching assignments, the classroom observation component of the appraisal involves a visit by the principal to the teacher's classroom. However, "classroom observation" is defined in O. Reg. 99/02, as amended, to address those circumstances where a teacher's usual teaching environment is not a classroom. For such teachers, classroom observation includes the observation of the teacher in his or her ordinary teaching environment.

For teachers such as physical education teachers, special education teachers, or guidance counsellors, the ordinary teaching environment would include the gymnasium, a regular classroom where the special education teacher is working with particular students, or a guidance office or small-group setting where the teacher is interacting with students. The board must establish appropriate appraisal protocols for the performance appraisal of teachers who are not routinely in an instructional setting with students, using the mandated competencies and any additional competencies that the board may develop.

Note that, for some of the competencies, evidence may be obtained in other ways.

9.2.4 The Post-observation Meeting

After the classroom observation, the principal and teacher must meet to:

- a) review results of the classroom observation;
- b) discuss other information relevant to the principal's appraisal of the teacher's performance, including the teacher's participation in the New Teacher Induction Program.

The principal and the teacher must discuss strategies for growth during the post-observation meeting. In the case of a *Satisfactory* rating, the growth strategies are developed by the principal with input from the teacher to reflect outcomes of the appraisal. The growth strategies must be articulated in the summative report.

In the case of a teacher who receives a *Development Needed* performance rating, the growth strategies must be articulated in the Enrichment Plan. This plan is developed by the principal with input from the teacher and encompasses enriched supports through the New Teacher Induction Program (refer to section 11, "Process Following a Performance Rating").

In the case of an *Unsatisfactory* performance rating, the growth strategies are articulated by the principal with input from the teacher in the Improvement Plan (refer to section 11, "Process Following a Performance Rating").

The principal will record the date of the post-observation meeting in the summative report form. The post-observation meeting should be held as soon as possible after the classroom observation.

EFFECTIVE PRACTICE

✓ The Post-observation Meeting: Instructional Coaching

Many principals use instructional coaching as a vehicle for engaging teachers in planning, reflecting, and problem solving as they both consider feedback on the classroom observation and next steps for improvement. Questioning that promotes reflection is an integral aspect of coaching. Examples of statements and questions principals pose include the following:

- "Tell me more about ..." (promotes elaboration)
- "How will you apply this in another situation ... ?" (encourages application)
- "Explain what you mean ..." (invites clarification)

✓ Professional Dialogue and the Post-observation Meeting

As part of a system-level, year-long improvement strategy to support the growth of professional learning communities, one board encouraged its schools to build staff capacity by engaging them in instruction-focused professional dialogue. Drawing on the research of Robert Garmston and Bruce Wellman,* the board designed a process for school-based implementation. Facilitated by principals and teacher leaders in every school, school staff reflected on conversations they have at work and considered how they could move them from information sharing to dialogue with an organized purpose that would lead to new and shared understanding.

Staff learned and practised protocols for professional dialogue that included:

- focusing on shared meaning and learning;
- suspending judgement;
- listening without resistance;
- respecting different points of view;
- seeing disagreement as an opportunity to learn;
- suspending role and status distinctions;
- sharing responsibility and leadership.

* R. Gormston and B. Wellman, *The Adaptive School: A Sourcebook for Developing Collaborative Groups* (Norwood, MA: Christopher Gordon, 1999), p. 58.

Both principals and teachers report that over time and with practice their improved skill in using professional dialogue builds bridges of understanding, clarifies areas of agreement and disagreement, promotes deeper understandings of issues, and improves individual and collective capacity to make good decisions.

This skill serves both principal and teacher well in the post-observation meeting when the goal is to seek shared understanding about the appraisal process, the feedback, and what will be recorded in the summative report form. The principal seeks an understanding of the methodology of the teacher in an atmosphere of mutual respect, while the teacher demonstrates knowledge of the learning process that translates into practice.

✓ **The Post-observation Meeting: Professional Portfolios**

Professional portfolios are widely used by educators as records of their achievement. Portfolios support critical thinking and lead to action-oriented goal setting and have been cited as a valuable tool for principals and teachers in the performance appraisal process. The professional portfolio brings to the post-observation meeting concrete examples of teacher accomplishments that may address specific questions about performance.

9.2.5 Summative Report for New Teachers (Amended 2009)

The Summative Report Form for New Teachers is a ministry-approved form that must be used to document the appraisal. It contains the following:

- the principal's appraisal of the teacher's performance, including comments on each of the competencies highlighted for new teachers;
- the principal's indication of whether the teacher has participated in the elements of the New Teacher Induction Program;
- the principal's overall rating of the teacher's performance;
- growth strategies for the teacher whose performance was *Satisfactory*, an Enrichment Plan in the case of a teacher whose performance was rated *Development Needed*, or an Improvement Plan for the teacher whose performance was *Unsatisfactory*.

(See Appendix A, "Summative Report Form for New Teachers".)

After each appraisal, the principal must sign the summative report form and give a copy of it to the teacher within 20 school days of the classroom observation. If the rating is not *Satisfactory*, the principal shall follow the steps outlined in 11.2.2 within 15 school days of determining the rating is not *Satisfactory*. The teacher can add comments and must sign a copy of the form to acknowledge receipt. A copy of the form with both signatures must be sent to the board through the appropriate supervisory officer.

At the request of either the teacher or the principal, the teacher and the principal shall meet to discuss the performance appraisal after the teacher receives a copy of the summative report.

EFFECTIVE PRACTICE

✓ Gathering Evidence

The summative report form can be a vehicle for collecting and recording evidence about the teacher's practice throughout the appraisal process.

- *During the pre-observation conference the principal probes for understanding about the teacher's practice and what will be observable in the classroom observation.*
- *This process provides evidence that can be used to support comments on some of the competencies.*

- During the classroom observation, more detail is added to the evidence list.
- Prior to the post-observation conference, the principal takes stock of the evidence to date by reviewing the draft summative report in order to identify gaps in information about any of the competencies.
- It may be possible to fill these gaps through effective questioning in the post-observation conference or by requesting that the teacher provide artefacts that demonstrate areas of interest.

The evidence gathered through this process informs the completion of the summative report and may provide guidance for the growth strategies that will be discussed with the teacher.

✓ **Using the Summative Report to Inform the Post-observation Meeting Discussion**

Some principals bring a draft copy of the summative report form to the post-observation meeting to inform the discussion. Modifications are made to the form upon conclusion of the meeting as a result of clarification about what the principal observed and assessed through dialogue with the teacher.

Other principals choose to provide the feedback verbally at the post-observation meeting, but with no surprises in the final written form when it is shared with the teacher. Teachers may request an additional conference with the principal if there continue to be any areas of confusion or concern, or to expand their understanding. Principals listen with an open mind to input from teachers, while remaining firm in their understanding of their responsibility to be accurate in their final assessment.

✓ **Building Capacity for Developing Effective Summative Reports**

The director of one school board provides opportunities at leadership team meetings for round-table discussions about the process for rating a teacher's overall performance and development of summative reports. An extension of these discussions is focused dialogue among school and system leaders where there is an exchange of completed unidentifiable summative reports and an invitation to discuss them with a view to improving practice.

9.2.6 Additional Requirements That Boards May Establish

A board may establish additional requirements for the performance appraisal process for new teachers it employs, as long as those additional requirements are not in conflict with the requirements of the performance appraisal process for new teachers set out in the *Education Act*, O. Reg. 99/02, as amended, and O. Reg. 266/06. Additional requirements that boards may implement include:

- additional competencies to be assessed as part of the performance appraisal process for new teachers;
- additional standards, methods, processes, timelines, and steps to be followed;
- additional input and material that must be taken into account in the teacher's performance appraisal;
- provision for parental and student input on any additional competencies that the board establishes, as long as the board follows the general requirements of the legislation (for example, at the request of a parent or student, the deletion of parent or student identifiers before giving the information to the teacher).

10 Performance Rating

10.1 Purpose

To provide feedback for growth, the teacher's overall performance is rated. The rating scale provides clear direction to new teachers about their performance level as a first step in identifying opportunities for further development.

A two-point scale is used in each appraisal of the new teacher in recognition that new teachers are in the initial stage of their careers, developing the expertise and confidence they need to be successful in Ontario classrooms. The design signals the emphasis in the appraisal process on balancing support of teacher development and growth with ensuring that new teachers demonstrate satisfactory performance of the basics of good teaching.

The scale used in the performance appraisal of a new teacher is:

- *Satisfactory*
- *Development Needed*

For a teacher who receives a *Development Needed* performance rating, the scale in subsequent appraisals is:

- *Satisfactory*
- *Unsatisfactory*

A rating system must have meaning to everyone involved in the appraisal process. Descriptions of what is meant by the rating scale in relation to each of the competencies are provided in the "Rubric to Describe Levels of Performance" (Appendix B). In determining the overall rating in the summative report form, the principal looks at the competencies holistically.

In general, the principal determines that a performance rating is *Development Needed* to signal that a new teacher would benefit from an additional period of participation in the New Teacher Induction Program. The term *Development Needed* indicates the intent to focus on the teacher's growth, while enriched supports such as more orientation, additional mentoring opportunities, or additional professional development are provided through the New Teacher Induction Program. These enriched supports are set out in an Enrichment Plan tailored to reflect the new teacher's individual needs. A sample Enrichment Plan form is provided in Appendix C as a model boards may choose to adopt.

The term *Unsatisfactory*, used at a later period in the appraisal process, signals the need for an Improvement Plan that identifies very specific areas the teacher must improve in order to successfully move forward in his or her career with the board. An *Unsatisfactory* performance rating cannot be made unless a teacher has received a previous *Development Needed* rating. A sample Improvement Plan form is provided in Appendix D as a model boards may choose to adopt.

The principal's professional judgement plays a large role in weighing the evidence and deciding on the rating of overall performance. For the overall rating decision to be sound, it should be informed by a rich body of evidence gathered over time. An Evidence Log is provided in Appendix E as an optional resource to demonstrate one approach to how teachers and principals can gather evidence of performance over time.

10.2 Requirements

The principal determines the overall rating as a final consideration in completing the Summative Report Form for New Teachers. In deciding on the overall rating, principals should refer to the "Rubric to Describe Levels of Performance" provided in Appendix B. The rubric shows the distinction among the levels of performance for each of the ratings as they apply to the competencies. The precise descriptors for the ratings promote objectivity in the overall rating of new teacher performance.

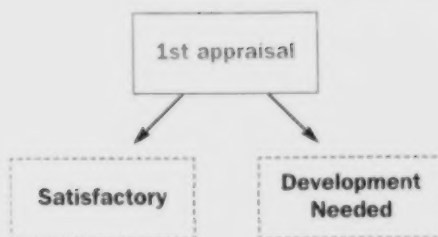
Principals must assess a new teacher's performance in relation to the eight competencies (at a minimum) set out in Schedule 2 of O. Reg. 99/02, as amended. Principals must also take into account the teacher's participation in the New Teacher Induction Program. The principal must consider all factors when coming to a final decision about the new teacher's overall performance and determine a rating with reference to the rating scale set out in O. Reg. 99/02, as amended, and shown in Figures 2 to 4.

Ontario Regulation 99/02, as amended, provides for a two-point rating scale in each appraisal of new teacher performance.

The principal will determine one of the following performance ratings for a new teacher based on results of the first performance appraisal:

- *Satisfactory*
- *Development Needed*

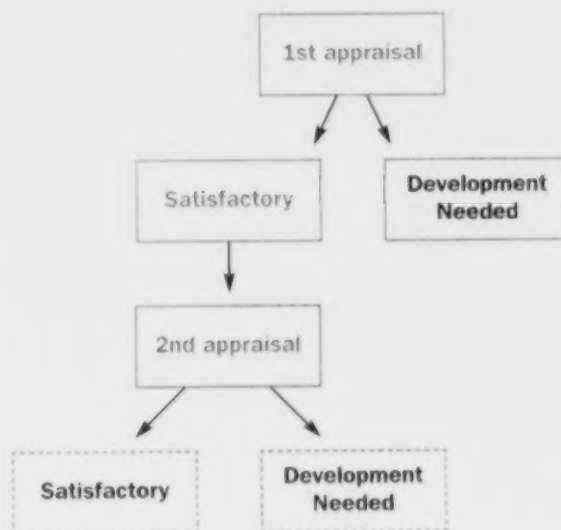
Figure 2. First Appraisal Ratings



In the case of a new teacher whose performance rating was *Satisfactory* in the first appraisal, the principal shall determine one of the following performance ratings for the teacher in the second appraisal:

- *Satisfactory*
- *Development Needed*

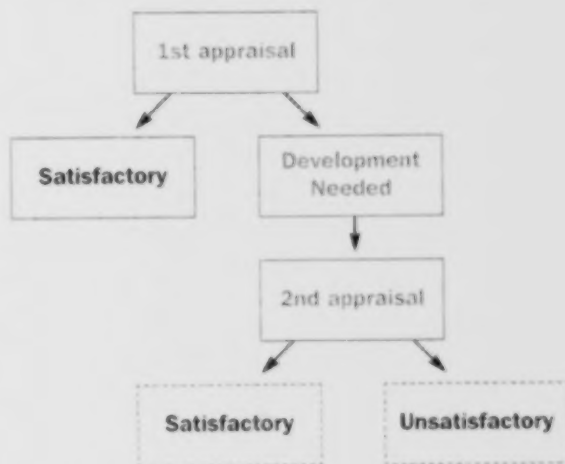
Figure 3. Second Appraisal Ratings Following *Satisfactory* Rating



In the case of a new teacher whose performance rating was *Development Needed* in the first appraisal, the principal shall determine one of the following performance ratings for the teacher in the second appraisal:

- *Satisfactory*
- *Unsatisfactory*

Figure 4. Second Appraisal Ratings Following *Development Needed* Rating



The principal shall determine one of the following performance ratings for a new teacher in any subsequent appraisal required under the Act:

- *Satisfactory*
- *Unsatisfactory*

For information regarding steps and actions to be taken following a performance appraisal rating, refer to section 11.

EFFECTIVE PRACTICE

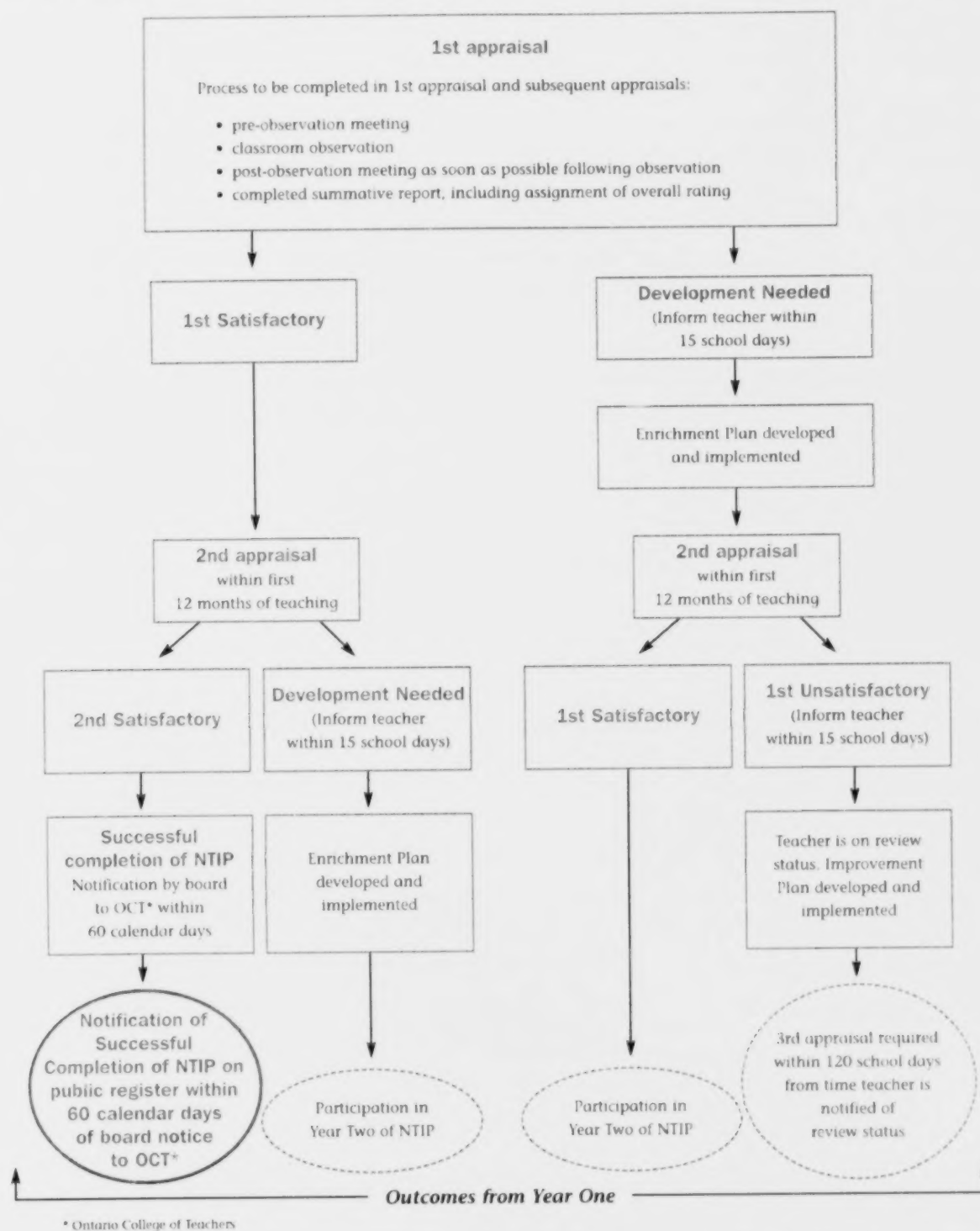
✓ **Gathering Evidence to Support Rating of Teacher Performance**

In describing their practice to decide on the rating of teacher performance, principals emphasize the importance of gathering as much information as possible from a variety of settings and sources within the school. Collecting evidence to inform their decisions about teacher performance is accomplished most effectively in the context of a professional learning community where there is sharing, trust, and support.

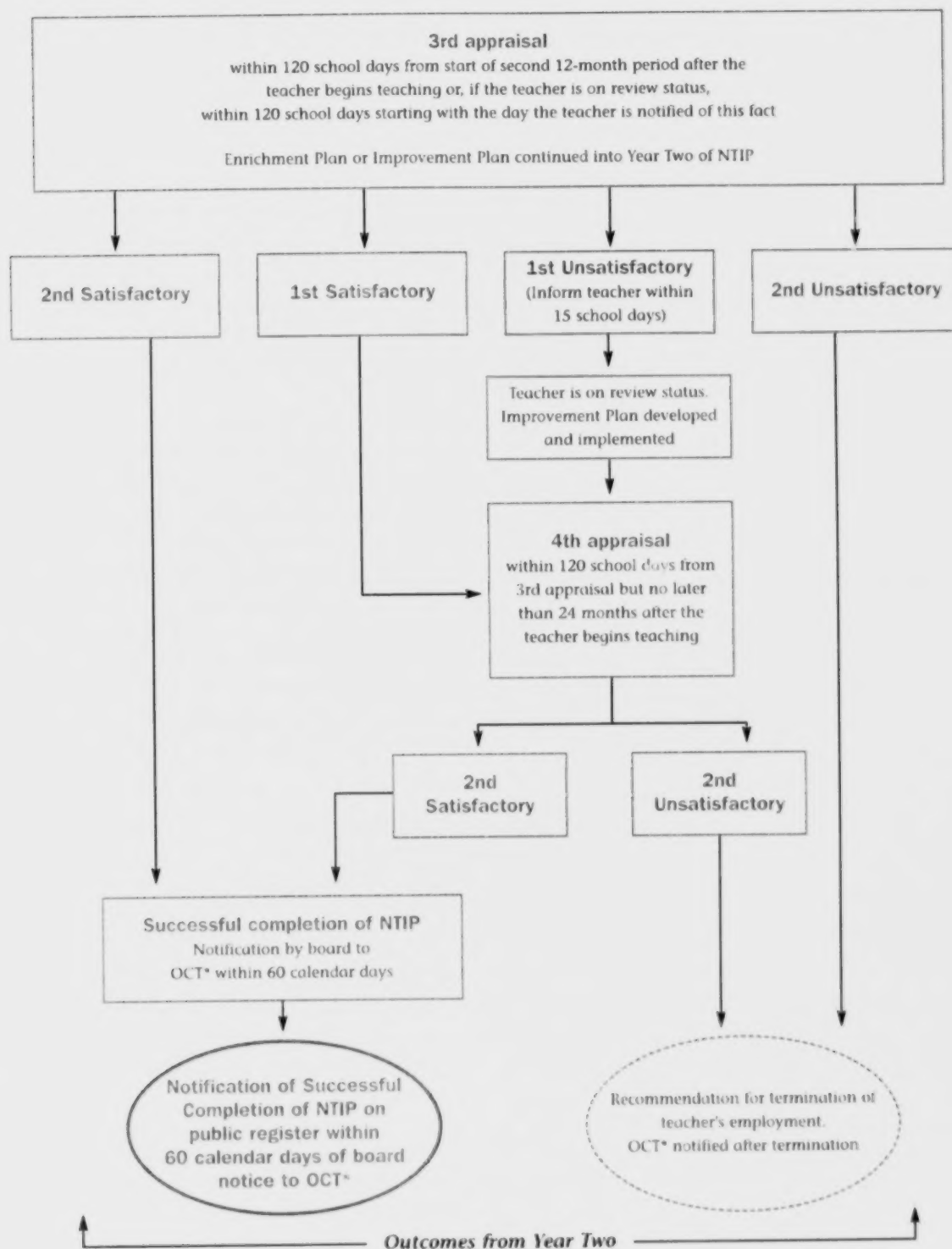
Principals agree that they must spend dedicated time with new teachers from the day they begin to teach in the school, in order to have the rich body of evidence they need to make a valid early assessment about performance. The principal's presence in the new teacher's professional experience from day one builds teacher confidence that the principal is knowledgeable about the teacher's growth and development over time. Similarly, principals are confident that their rating of new teacher performance is based on in-depth knowledge about the new teacher that has increased over time.

Figure 5. New Teacher Induction Program (NTIP): Performance Appraisal of New Teachers Flow Chart

NTIP YEAR ONE (two appraisals are required in first 12 months after the teacher begins teaching)



NTIP YEAR TWO – IF REQUIRED (must be completed within the teacher's first 24 months of teaching)



* Ontario College of Teachers

11 Process Following a Performance Rating

11.1 Purpose

The performance appraisal process for new teachers has been designed to focus on teacher success. The New Teacher Induction Program, including orientation, mentoring, professional development and training, and meaningful teacher performance appraisal, is designed to assist new teachers to achieve a *Satisfactory* performance rating. In rare circumstances where a new teacher's performance is *Unsatisfactory* and has not improved, even though steps have been taken to provide support, the result will be a recommendation by the principal for termination of the teacher's employment.

The procedures following specific appraisal outcomes are set in legislation. However, the pathways to improvement that a teacher follows may vary, and the principal's approach to providing support will be differentiated.

11.2 Requirements

This section is intended to inform principals and teachers about the procedures they must follow for specific appraisal outcomes.

11.2.1 Summary of Procedural Requirements Following Specific Appraisal Outcomes

- A new teacher must receive two appraisals in the first 12 months after he or she begins teaching. A third, and if necessary a fourth, appraisal takes place if either of the two appraisals in the first year result in a *Development Needed* rating.
- Two *Satisfactory* appraisals within 24 months of starting to teach are required to successfully complete the New Teacher Induction Program. In accordance with section 272 of the Act, the board must notify the Ontario College of Teachers that the teacher has successfully completed the New Teacher Induction Program within 60 calendar days of completion.
- If the teacher receives a *Development Needed* rating, the principal, with input from the teacher, will develop an Enrichment Plan. The New Teacher Induction Program will extend into the second 12-month period to provide the teacher with enriched supports. A third appraisal will take place within 120 school days from the beginning of the second 12-month period, taking into consideration time allowed for the teacher to participate in the enriched supports.

- If the teacher receives an *Unsatisfactory* rating, the teacher will be on review status and an Improvement Plan will be developed by the principal with input from the teacher. An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, but no later than 24 months after the teacher begins teaching.
- After one *Development Needed* rating and two *Unsatisfactory* ratings, the teacher's employment will be recommended for termination.
- After termination, the Ontario College of Teachers will be notified in accordance with section 277.40.5 of the Act.
- While the teacher is on review status, the principal and supervisory officer can jointly determine to omit the additional appraisal and recommend the teacher's employment termination in order to protect the best interests of students.

11.2.2 Detailed Procedural Requirements Following Specific Appraisal Outcomes

Timing between the first and second appraisal in the first 12-month period after the teacher begins teaching

As long as two appraisals are completed within the first 12-month period after the teacher begins teaching, the interval between the first appraisal and the second appraisal is at the discretion of the principal, subject to any relevant board policies.

In exercising discretion as to the timing of the second appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve performance against the responsibility of providing students with quality education.

Where an appraisal rating is Satisfactory

The principal must develop growth strategies for the teacher that reflect the outcomes of the appraisal. In developing the growth strategies, the principal must seek input from the teacher. The growth strategies must be described in the summative report.

At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the outcomes of the appraisal process after the teacher receives a copy of the completed summative report form signed by the principal.

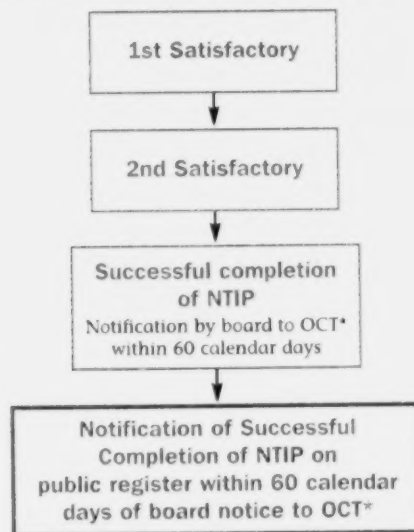
The teacher may add comments and must sign a copy of the form to acknowledge receipt. A copy of the Summative Report Form for New Teachers with both signatures must be sent to the appropriate board.

Where the teacher has accumulated two Satisfactory appraisal ratings at any time during the first 24-month period after he or she begins teaching

A new teacher has successfully completed the New Teacher Induction Program when he or she receives two *Satisfactory* appraisals. The board must notify the Ontario College of Teachers within 60 calendar days from the time of completion. For more information about the process for reporting successful completion to the board and to the Ontario College of Teachers, refer to the *NTIP Induction Elements Manual*, sections 5.2 and 5.3.

In accordance with subsection 23(2.1) of the *Ontario College of Teachers Act, 1996*, as amended, the Registrar shall within 60 calendar days of receiving notice that the teacher has successfully completed the New Teacher Induction Program note that information on the public register.

Figure 6. Procedure Following Two Satisfactory Ratings



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✓ Growth Strategies Following a Satisfactory Performance Rating

An essential aspect of the *Summative Report Form* for New Teachers following a Satisfactory performance rating is the provision of growth strategies. Growth strategies map out the new teacher's pathway to continued improvement. Principals recognize that the professional dialogue with the new teacher that takes place on an ongoing basis throughout the appraisal process is essential to the process of identifying growth strategies. These conversations take into account evidence gathered by both principal and teacher and often lead to easy identification of areas on which new teacher learning and development should focus next.

Where the appraisal rating is Development Needed

The principal determines a *Development Needed* rating in the case of a new teacher who requires an additional period of participation in the New Teacher Induction Program. The principal may determine this rating in either the first or second appraisal. In either case, the outcome following a *Development Needed* rating is the same.

Within 15 school days of determining that the appraisal of the teacher has resulted in a *Development Needed* rating, the principal shall:

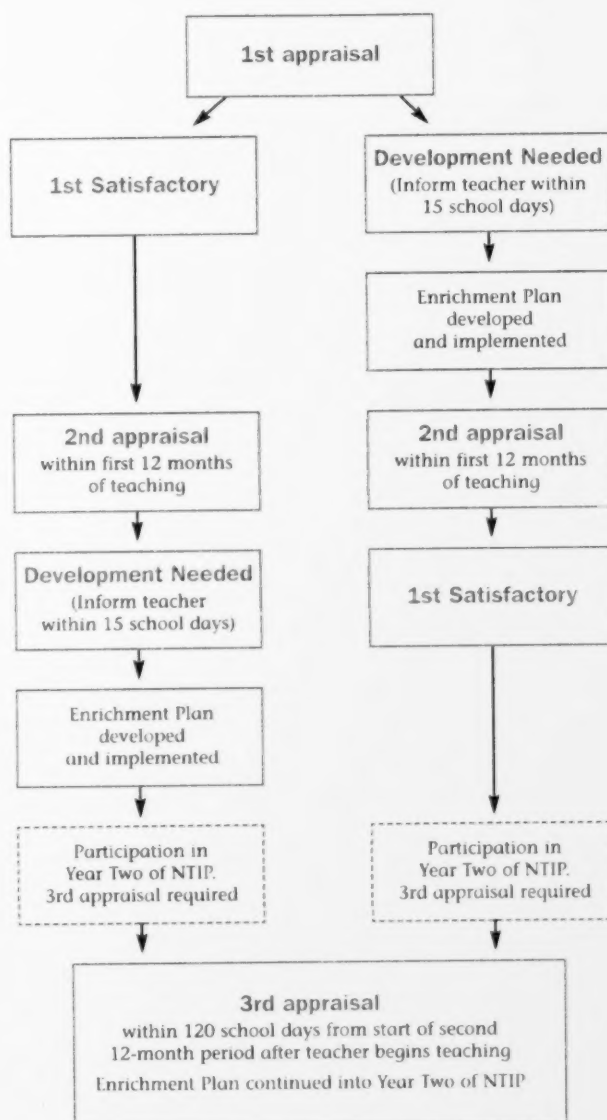
- give the teacher written notice of the *Development Needed* rating and explain to the teacher the reasons for the rating, including what is lacking in the teacher's performance and what is expected of the teacher in areas in which performance is lacking;
- provide the teacher and the appropriate supervisory officer with a copy of the completed Summative Report Form for New Teachers and a brief summary in writing of the explanations for the rating, what is lacking, and what is expected in the areas where performance is lacking;
- taking input from the teacher into account, and in accordance with the board's policy, determine which elements of the New Teacher Induction Program offered by the board are appropriate for the teacher to participate in to improve his or her performance, and develop an Enrichment Plan based on participation in those elements;
- provide the teacher and the appropriate supervisory officer with an Enrichment Plan in writing, setting out the elements of the New Teacher Induction Program in which the teacher will participate.

The New Teacher Induction Program supports provided through the Enrichment Plan may include additional orientation, additional mentoring days, and/or additional professional development. In accordance with Part X.2 of the *Education Act*, subsection 277.40.1(2), the board is required to provide these supports to the teacher, which will extend into the teacher's second year of teaching. The board should develop a policy that provides direction to principals about how to develop and implement the enriched supports. Each board shall design its own Enrichment Plan form to be used with teachers. A sample form is provided in Appendix C as a resource.

A signed copy of the Summative Report Form for New Teachers and the Enrichment Plan with both signatures must be sent to the appropriate board by the principal.

A third appraisal is required (whether the *Development Needed* rating is obtained during the first or the second appraisal). The third appraisal takes place within 120 school days from the start of the second 12-month period, taking into consideration time for the teacher to participate in the enriched supports.

Figure 7. Procedure Following a *Development Needed* Rating



Where a teacher has received an Unsatisfactory appraisal rating

Within 15 school days of determining that the appraisal of a teacher has resulted in an *Unsatisfactory* rating, the principal must:

- give the teacher written notice of the *Unsatisfactory* rating, explain the reasons for the rating to the teacher, place the teacher on review status, and advise the teacher in writing of that fact;
- explain to the teacher what is lacking in his or her performance, what is expected of the teacher in areas in which performance is lacking, and explain to the teacher the ways, if any, in which his or her performance has changed since the previous appraisal;
- seek input from the teacher as to what steps and actions could help the teacher improve his or her performance;
- prepare a written Improvement Plan for the teacher, setting out steps and actions that the teacher should take to improve his or her performance, taking into account the teacher's input;
- provide the appropriate supervisory officer and the teacher with copies of the Summative Report Form for New Teachers, all documents relied on in conducting the performance appraisal, a brief written summary of the explanations (as referenced above), and a copy of the written Improvement Plan.

Each board shall design its own Improvement Plan form to be used with new teachers. A sample Improvement Plan form is provided in Appendix D as a resource. It is the teacher's responsibility to take the necessary steps provided for in the plan to improve performance.

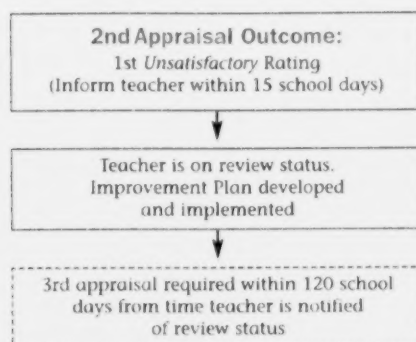
A signed copy of the Summative Report Form for New Teachers and the Improvement Plan with both signatures must be sent to the appropriate board.

An additional appraisal must take place within 120 school days from the time the teacher is notified that he or she is on review status, but no later than 24 months after the teacher begins teaching.

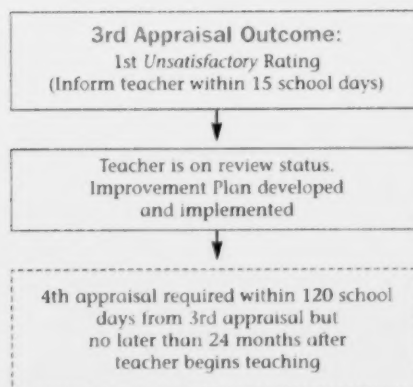
In exercising discretion as to the timing of the appraisal, the principal must balance the desirability of giving the teacher a reasonable opportunity to improve performance against the responsibility to provide students with quality education.

Figure 8. Procedure Following an *Unsatisfactory* Rating

A. After Second Appraisal



B. After Third Appraisal



11.2.3 On Review Status

A teacher is put on review status when he or she receives a first *Unsatisfactory* rating. Whenever a teacher is on review status, the principal shall:

- implement the Improvement Plan;
- monitor the teacher's performance;
- consult regularly with the supervisory officer regarding the teacher's performance and steps that can be taken to improve it, unless the supervisory officer is carrying out the functions of the principal, in which case no consultation is required;
- provide feedback and recommendations to the teacher that the principal considers might help the teacher improve his or her performance.

Provision for an additional appraisal while on review status

The principal must conduct another appraisal during the 120 school days starting with the day on which the teacher is advised that he or she is on review status, but no later than 24 months after the teacher begins teaching.

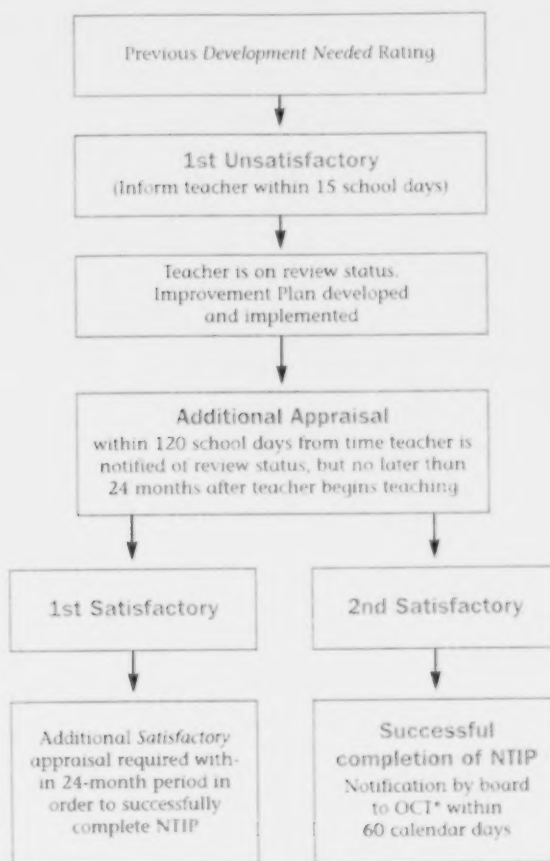
If the appraisal results in a performance rating of *Satisfactory*, the new teacher immediately ceases to be on review status. The principal must advise the teacher in writing of this fact, along with providing a copy of the signed Summative Report Form for New Teachers with its notice of the latest appraisal rating.

A signed copy of the Summative Report Form for New Teachers with both signatures must be sent to the appropriate board.

If the teacher receives a *Satisfactory* rating while on review status after having accumulated one *Satisfactory* rating previously, the teacher has accumulated two *Satisfactory* appraisal ratings during the 24-month period and therefore has successfully completed the New Teacher Induction Program. The board must notify the Ontario College of Teachers within 60 calendar days from the time of completion.

If this is the teacher's first *Satisfactory* rating, the principal must conduct an additional appraisal within 120 school days, but no later than 24 months after the teacher begins teaching. Two *Satisfactory* appraisal ratings are required for the teacher to successfully complete the New Teacher Induction Program.

Figure 9. Procedure for Teacher on Review Status



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11.2.4 Provisions for Termination of a Teacher's Employment

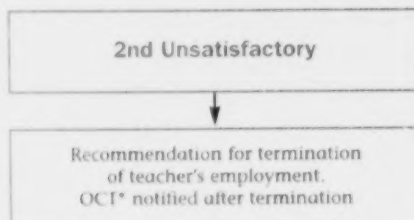
Recommendation for termination following a second Unsatisfactory appraisal rating

If an appraisal while on review status (refer to section 11.2.3), results in a second *Unsatisfactory* rating, with the result that the teacher has received one *Development Needed* rating and two *Unsatisfactory* ratings, the principal must promptly send a written recommendation to the board that the teacher's employment should be terminated. The recommendation must be accompanied by written reasons for the recommendation, as well as copies of all appraisal documents and all documents relied on in conducting the performance appraisals.

The principal must promptly provide the teacher with the following:

- a copy of the written recommendation
- a copy of the written reasons for the recommendation
- copies of all appraisal documents and all documents relied on in conducting the performance appraisals

Figure 10. Procedure Following a Second *Unsatisfactory* Rating



* Ontario College of Teachers

Termination while on review status without an additional appraisal

The legislation makes provision for expedited termination in circumstances where prompt action is required in the best interest of students.

If at any time during the 120 school days starting with the day on which the teacher is advised that he or she is on review status the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional appraisal is not in the best interests of the students, they shall not conduct the appraisal and shall promptly send a joint written recommendation to the board that the teacher's employment with the board should be terminated. The recommendation must include a statement that, in the opinion of both the principal and the supervisory officer, the delay necessitated by an additional appraisal is inconsistent with the protection of the best interests of the students.

Where the principal's duties and responsibilities are performed and exercised by a supervisory officer, the supervisory officer will act jointly with another supervisory officer.

Procedures followed by boards on receiving a recommendation to terminate a teacher's employment

Pending the board's decision on whether to terminate the teacher's employment, the Director of Education (or the supervisory officer in the case of a school authority) must suspend the teacher with pay or reassign the teacher to duties that are, in the view of the Director of Education (or the supervisory officer in the case of a school authority), appropriate in the circumstances.

A board that receives a recommendation to terminate a new teacher's employment must make a decision, by a majority vote, on whether or not to do so, and this vote must take place within 60 calendar days of receiving the recommendation. If the

teacher's employment is not terminated, his or her reassignment to other duties ceases and, unless the board and the teacher agree otherwise, the teacher resumes his or her former position.

Where a board terminates a teacher's employment, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the termination.

Where a teacher employed by a board resigns while he or she is on review status, the secretary of the board must promptly file a complaint with the Ontario College of Teachers regarding the conduct or actions of the teacher that relate to the teacher having been placed on review status.

11.2.5 Arbitration

As set out in the *Education Act*, a board and the designated bargaining agent for a teachers' bargaining unit may provide in their collective agreement for the final and binding settlement, by arbitration, without stoppage of work, of differences that may arise between the board and its teachers with respect to the implementation of the performance appraisal process for new teachers.

12 Documentation Requirements

12.1 Purpose

The documentation requirements of the performance appraisal process for new teachers outlined in this section provide for written records that principals and teachers can refer to when pursuing and monitoring pathways to improvement. They also facilitate timely and accountable communications about the status of new teacher performance appraisals within and between boards in the province.

12.2 Requirements

12.2.1 Record Keeping

Every board must retain the documents used in the teacher performance appraisal process for at least six years from the date of each appraisal as indicated on the summative report form.

12.2.2 Exchange of Information Among Schools and Boards

A board that is considering employing a new teacher shall contact the last board that employed the teacher, if any, to request the following:

- information about the elements of the New Teacher Induction Program that the teacher was required to participate in at the board in accordance with section 270 of the *Education Act* and O. Reg. 266/06
- copies of the performance appraisal documents that are in the possession of the board that relate to performance appraisals of the teacher conducted by the board
- copies of all documents relied on in conducting performance appraisals of the teacher
- copies of any Enrichment Plan prepared for the teacher under clause 277.40.1(2)(g) of the Act and any Improvement Plan prepared for the teacher under clause 277.40.2(2)(g) of the Act
- copies of any documents relating to the termination of the employment of the teacher or to a recommendation for the termination of the employment that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board

- copies of any documents relating to the teacher's resignation while on review status that are in the possession of the board and that, in the opinion of the board, may be relevant to the decision of the requesting board

A board that receives a request from another board for these documents must promptly inform the requesting board whether there are any documents to provide in response to the request and, if so, must promptly provide copies of the documents.

A board must provide the appropriate principal with copies of appraisal documents (including any Enrichment Plan and/or Improvement Plan) for new teachers who transfer to a school in the same board or a different board, as well as information about the elements of the New Teacher Induction Program the teacher was required to participate in, to allow for continuation of the New Teacher Induction Program and appraisal process.

These provisions for the exchange of information between boards are the minimum requirements established under the Act. Nothing in the legislation is intended to limit existing rights available to boards for the exchange of information about prospective or past employees.

Appendix A Summative Report Form for New Teachers (Approved Form) (Amended 2009)



This form must be used for each appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation. If the rating is not *Satisfactory*, the principal shall follow the steps outlined in 11.2.2 within 15 school days of determining the rating is not *Satisfactory*.
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board.
5. In preparing the summative report, the principal must:
 - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
 - indicate whether the teacher has participated in the New Teacher Induction Program;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (Check all that apply):

- ☐ Orientation ☐ Mentoring ☐ Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency.

Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Professional Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Additional Competencies

Overall Rating of Teacher's Performance

For a description of the ratings, refer to the rubric found in the *Manual for the Performance Appraisal of New Teachers*, Appendix B. (Check the appropriate box.)

☐ Satisfactory ☐ Development Needed

If the teacher received a *Development Needed* performance rating in a previous appraisal, use the following rating scale:

☐ Satisfactory ☐ Unsatisfactory

Growth Strategies for the Teacher

(Check the appropriate box.)

- ☐ An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

- ☐ The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development:

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the *Education Act* and Ontario Regulation 99/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

Appendix B

Rubric to Describe Levels of Performance

The Rating Scale

The scale used in the appraisal process for new teachers is:

- *Satisfactory*
- *Development Needed*

For a teacher who received a *Development Needed* performance rating in a previous appraisal, the scale in any subsequent appraisals is:

- *Satisfactory*
- *Unsatisfactory*

Descriptions of the Overall Performance Ratings

The following descriptions of the performance ratings are provided as a resource to clarify for principals and teachers what is meant by each of the ratings. The descriptions are intended to be considered holistically rather than to be used as a checklist. Principals and teachers may find it helpful to expand on these descriptions to develop a shared understanding of the ratings.

Satisfactory

New teachers whose overall performance rating is *Satisfactory*:

- continue to make adequate progress across the competencies;
- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

Development Needed

New teachers whose overall performance rating is *Development Needed*:

- require improvement in one or more competencies in which performance is less than satisfactory and thus affects their teaching and student learning;
- need targeted support that is focused on one or more competencies;
- demonstrate the need for additional enriched supports provided through the New Teacher Induction Program.

New teachers whose overall performance rating is *Development Needed* may or may not also exhibit some of the following characteristics of teachers whose overall performance rating is *Satisfactory*. They may:

- strive to improve their practice so that student performance improves as a result of their teaching;
- demonstrate the capacity to accept constructive feedback in order to improve and refine their teaching;
- show increasing independence and self-direction in their improvement efforts, including seeking help from others;
- demonstrate steadily increasing readiness to become an experienced teacher.

Unsatisfactory

New teachers whose overall performance rating is *Unsatisfactory*:

- are not making adequate progress in relation to the competencies even after added time and supports have been provided following a *Development Needed* rating;
- require improvement in the competencies in which their performance is not satisfactory and thus affects their teaching and student learning.

Rubric to Describe Levels of Performance

Principals and teachers use the rubric to describe evidence of teaching performance for each of the levels of performance for each competency.

The principal should discuss this rubric with the teacher in the pre-observation meeting.

The principal must, at a minimum, comment in the Summative Report Form for New Teachers on the eight competencies for new teachers. The principal must also comment on additional competencies that the board may identify and use.

DOMAIN: Commitment to Pupils* and Pupil Learning

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers demonstrate commitment to the well-being and development of all pupils.	The teacher demonstrates considerable commitment to the well-being and development of all pupils. The teacher shows continued growth in this competency.	The teacher demonstrates some commitment to the well-being and development of all pupils. The teacher would benefit from intensive support to further develop this competency.	The teacher demonstrates limited commitment to the well-being and development of all pupils. The teacher requires extensive improvement in this competency.
Teachers are dedicated in their efforts to teach and support pupil learning and achievement.	The teacher demonstrates considerable dedication in his or her efforts to teach and support pupil learning and achievement. The teacher shows continued growth in this competency.	The teacher demonstrates some dedication in his or her efforts to teach and support pupil learning and achievement. The teacher would benefit from intensive support to further develop this competency.	The teacher demonstrates limited dedication in his or her efforts to teach and support pupil learning and achievement. The teacher requires extensive improvement in this competency.
Teachers treat all pupils equitably and with respect.	The teacher treats all pupils equitably and with respect, to a considerable extent. The teacher shows continued growth in this competency.	The teacher treats all pupils equitably and with respect, to some extent. The teacher would benefit from intensive support to further develop this competency.	The teacher treats all pupils equitably and with respect, to a limited extent. The teacher requires extensive improvement in this competency.
Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.	The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society, to a considerable extent. The teacher shows continued growth in this competency.	The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society, to some extent. The teacher would benefit from intensive support to further develop this competency.	The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society, to a limited extent. The teacher requires extensive improvement in this competency.

* In the Education Act, students are referred to as "pupils".

DOMAIN: Professional Knowledge

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers know their subject matter, the Ontario curriculum, and education-related legislation.	<p>The teacher demonstrates considerable knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher demonstrates some knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher demonstrates limited knowledge of his or her subject matter, the Ontario curriculum, and education-related legislation.</p> <p>The teacher requires extensive improvement in this competency.</p>

DOMAIN: Professional Practice

COMPETENCIES	LEVEL OF PERFORMANCE		
	Satisfactory	Development Needed	Unsatisfactory
Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.	<p>The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils with some effectiveness.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers communicate effectively with pupils, parents, and colleagues.	<p>The teacher communicates with pupils, parents, and colleagues with considerable effectiveness.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher communicates with pupils, parents, and colleagues with some effectiveness.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher communicates with pupils, parents, and colleagues with limited effectiveness.</p> <p>The teacher requires extensive improvement in this competency.</p>
Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly, to a considerable extent.</p> <p>The teacher shows continued growth in this competency.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly, to some extent.</p> <p>The teacher would benefit from intensive support to further develop this competency.</p>	<p>The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly, to a limited extent.</p> <p>The teacher requires extensive improvement in this competency.</p>

Appendix C

Enrichment Plan (Sample Form)

An Enrichment Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher's performance has resulted in a *Development Needed* rating. The plan must set out the elements of the New Teacher Induction Program offered by the board that are appropriate for the new teacher to participate in to improve his or her performance. The plan must also provide a description of the teacher's participation in those elements. The principal must seek input from the new teacher in determining which elements the new teacher will participate in and in providing a description of the teacher's participation in those elements.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Provide a description of the element(s) of the New Teacher Induction Program offered by the board to improve the new teacher's performance. Input from the new teacher must be taken into account. The enriched support will be extended into the second 12-month period to improve the teacher's performance.

Competencies Requiring Development	Expectations	Element(s) of NTIP to Be Provided to Teacher	Description of Participation in Element(s) (including topic, strategy, timelines, etc.)	Release Days (if required)

Teacher's Comments on the Enrichment Plan (Optional)

Principal's Comments on the Enrichment Plan (Optional)

Date of Next Performance Appraisal Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that I developed this Enrichment Plan with the teacher's input.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I provided input into the Enrichment Plan.

Date (yyyy/mm/dd)

Supervisory Officer's Signature

My signature indicates that the Enrichment Plan has been developed in accordance with the board's policy.

Date (yyyy/mm/dd)

Appendix D

Improvement Plan (Sample Form)

An Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the new teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out steps and actions that the new teacher should take to improve his or her performance. The principal must seek input from the new teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

--

Support (for example, from principal, from board)

--

Sample Indicators of Success

--

Date of Next Performance Appraisal

Date (yyyy/mm/dd)

--

Teacher's Comments on the Improvement Plan

--

Principal's Signature

My signature indicates that I developed this Improvement Plan with the teacher's input.

--

Date (yyyy/mm/dd)

--

Teacher's Signature

My signature indicates that I provided input into the Improvement Plan.

--

Date (yyyy/mm/dd)

--

Supervisory Officer's Signature

My signature indicates that the Improvement Plan has been developed in accordance with the board's policy.

--

Date (yyyy/mm/dd)

--

Appendix E

Evidence Log (Optional Resource)

Suggestions for Using the Evidence Log

How is the Evidence Log used?

The Evidence Log is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Evidence Log be used in the performance appraisal process for new teachers?

The Evidence Log can be used to record selected information about specific occurrences related to a new teacher's learning and development in relation to the competencies that are the focus of the appraisal process for new teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the new teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual Evidence Log form provided for each of the eight competencies that provide the appraisal focus for new teachers. Principals and teachers may use the blank Evidence Log form for other competencies if they wish.

Who maintains the Evidence Log?

The Evidence Log may be used by principals and teachers who can each keep their own logs.

What occurrences are relevant for recording in the Evidence Log?

The occurrences or instances that can be recorded in the Evidence Log should be relevant to the eight competencies that are the focus of the performance appraisal process for new teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways in which a competency may be observed in practice are included on the Evidence Log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of new teachers. Principals and teachers may use other examples they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

There is a wide range of possible evidence that can be collected in relation to demonstrations of teaching. "Possible Sources of Evidence", included at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Evidence Log.

Where should documents and other materials referenced in the Evidence Log be stored?

Principals and teachers can each set up files to support what they record in their Evidence Log. One approach is to set up a file that contains individual folders related to each of the competencies and use the folders to house evidence gathered.

Evidence Log (Optional Resource)

 USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge effectively about how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to students who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- models and promotes the joy of learning
- demonstrates a positive rapport with students

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource) USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- encourages students to excel to the best of their ability
- utilizes a variety of teaching strategies suited to the individual needs of students

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource)

 USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource)

 USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Evidence Log (Optional Resource) USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource) USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with the students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information
- uses a clear and consistent format to present instruction

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource) USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher-student conferences
- communicates clear, challenging, and achievable expectations for students

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Evidence Log (Optional Resource)

 USER: ☐ Principal ☐ Teacher

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry

Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

--	--

Evidence Log (Optional Resource) USER: ☐ Principal ☐ Teacher

(Blank form provided for additional competencies)

Teacher's Name

Principal's Name

Teaching Assignment

Date (yyyy/mm/dd)

The Evidence Log is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:

Competency:

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

-
-
-
-
-

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Evidence Log.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures, treasure boxes
- Goal-setting activities
- Learning centres
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Multifaith calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Photos of classroom bulletin boards, student activities
- Plans showing results of collaboration with other teachers (e.g., in English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis, and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments

Use of achievement charts/performance standards

Use of classroom data to improve lessons

Use of community resources and guest speakers

Use of curriculum unit planner

Word wall and classroom visuals

Add Other Sources of Evidence

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Appendix F

Possible Outcomes Resulting from Performance Ratings

First Appraisal	Time Between Appraisals	Second Appraisal	Time Between Appraisals
Satisfactory	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Satisfactory	
Satisfactory	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Development Needed	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Satisfactory	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Development Needed	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Satisfactory	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Development Needed	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Satisfactory	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Satisfactory	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Satisfactory	3rd appraisal within 120 school days of the start of the second 12-month period after the teacher begins teaching
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Unsatisfactory (On Review Status)	3rd appraisal within 120 school days from the time that the teacher is notified that he or she is on review status
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Unsatisfactory (On Review Status)	3rd appraisal within 120 school days from the time that the teacher is notified that he or she is on review status
Development Needed	Principal uses professional judgement to determine timing of first two appraisals within first 12-month period after the teacher begins teaching	Unsatisfactory (On Review Status)	3rd appraisal within 120 school days from the time that the teacher is notified that he or she is on review status

- If at any time during the 120 school days starting with the day on which the teacher is notified that he or she is on review status the principal and supervisory officer jointly determine that the delay necessitated by conducting an additional performance appraisal is inconsistent with the protection of the best interest of pupils, they can refrain from conducting an additional appraisal and promptly transmit a joint recommendation to the board that the teacher's employment with the board should be terminated.
- The timeframe does not account for time excluded from the evaluation cycle or extensions provided for in O. Reg. 99/02, as amended.

Third Appraisal	Time Between Appraisals	Fourth Appraisal	Outcome	Approximate Maximum Timeframe
-		-	Successful Completion of NTIP	12 Months
Satisfactory		-	Successful Completion of NTIP	18 Months
Unsatisfactory (On Review Status)	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Satisfactory	Successful Completion of NTIP	24 Months
Unsatisfactory (On Review Status)	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Unsatisfactory	Recommendation for Termination	24 Months
Satisfactory		-	Successful Completion of NTIP	18 Months
Unsatisfactory (On Review Status)	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Satisfactory	Successful Completion of NTIP	24 Months
Unsatisfactory (On Review Status)	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Unsatisfactory	Recommendation for Termination	24 Months
Satisfactory	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Satisfactory	Successful Completion of NTIP	24 Months
Satisfactory	4th appraisal within 120 school days of the third appraisal but no later than the end of the second 12-month period after the teacher begins teaching	Unsatisfactory	Recommendation for Termination	24 Months
Unsatisfactory		-	Recommendation for Termination	18 Months

09-161 (rev.)
ISBN 978-1-4435-0621-2 (PDF)

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